DOCUMENT RESUME

ED 419 042 UD 032 286

AUTHOR	Edelman, Dee; Liss, Kathyrn; Coggins, Cooper; Rios, Debbie
TITLE	TRIBE Teachers' Guide. Conflict Resolution Curriculum for Middle and High School.
INSTITUTION	Mediation Center, Asheville, NC.
PUB DATE	1994-00-00
NOTE	204p.; For the middle school curriculum teachers' guide, see UD 032 287.
AVAILABLE FROM	The Mediation Center, 189 College Street, Asheville, NC 28801-3030 ($25 plus shipping and handling).
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Communication (Thought Transfer); *Conflict Resolution; High School Students; *High Schools; *Intermediate Grades; *Interpersonal Relationship; *Middle Schools; Role Playing; School Safety; Teaching Guides; Teaching Methods; Violence
IDENTIFIERS	Middle School Students

ABSTRACT

The conflict resolution curriculum presented in this teachers' guide is based on the belief that conflict is a natural part of life, although few people have the skills to deal with conflict creatively. This curriculum gives students the opportunity to practice skills related to dealing with conflict successfully in all areas of their lives. The curriculum is based on the TRIBE steps: (1) Tell the other person what's up with you; (2) Reflectively listen to the response; (3) Identify what's important to each of you; (4) Brainstorm the solutions that meet both of your needs; and (5) Evaluate the solutions, choosing one or more to implement. After a discussion of each of the TRIBE components, this guide discusses using role plays to clarify conflict resolution situations. The sixth grade curriculum, "Overview of Conflict Resolution," follows. The seventh grade curriculum is titled "Listening for Solutions," and the curriculum for grade eight is "Speaking So Others Can Hear." The ninth grade curriculum is "Personal Conflict Resolution." Each curriculum discusses applications of the TRIBE model and presents some role play examples. Six daily lessons are presented for each of the curricula. (SLD)

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ED 419 042

TRIBE

CONFLICT RESOLUTION CURRICULUM FOR MIDDLE AND HIGH SCHOOL

By

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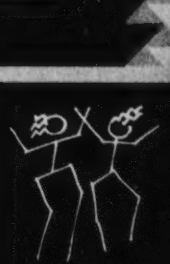

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TRIBE

Teachers' Guide

Conflict Resolution Curriculum
for
Middle and High School

by
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Copy Editing by Robin Dreyer
2nd Edition

Copyright and Published by:
The Mediation Center
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Asheville, NC 28801-3030
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Acknowledgments

This manual is the work of many people. We want to recognize our debt to the many, many people who have taught us and who have worked up curriculum before us. Without them, this work would not have been possible. In particular we want to recognize that not all of the lessons in this manual are original. Many are adaptations of pieces of curriculum that others have done. Wherever the original source of a lesson is known, we have credited the work. However, much of what is in hits manual is adapted from things we have seen or heard about and can no longer remember where we first got the idea. So to all who have gone before us, in teaching communication skills and conflict reoslution, we say thank you.

In particular, we want to thank Barbara Davis for her years of work in teaching and promoting conflict resolution skills in the Asheville area and for her willingness to pass these skills on to us. We also wan to thank the students at the Accelerated Learning Center for their honest responses and feedback when presented with this curriculum. We'd like to thank Haqiqa Bolling for all that we have learned from her.

We would also like to thank all of those people who have allowed us to reproduce their work. This includes The conflict Center for Jack and the Beanstalk, publishers Allyn and Bacon for the "What's in the Picture" activity, Marilyn Huff for "Checking Assumptions" and The Community Board Program for "The Planet Game."

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Creative Conflict Resolution

Conflict often presents itself in our lives, at home, at school, at work, and at play. It is perfectly natural to be in conflict with others occasionally. Conflict itself is neither good nor bad, it merely exists. How we handle conflict can lead to negative or positive consequences. The choice is ours.

Some of us are great at avoiding conflict, hoping it will go away; others confront it head on, taking the bull by the horns, but lack the skills to handle it successfully. Others accommodate the views of more outspoken people in order to pacify them. Some are peacemakers searching for a cooperative approach that meets each person's needs.

This curriculum is based on the belief that conflict is a natural part of all of our lives and that few of us have the skills to deal with conflict creatively. When conflict is handled in a cooperative fashion, very creative solutions can emerge. These solutions are frequently better than those that might have been tried by either individual. Conflict is the main motivator for change and can be a very positive influence. Conflicts in nature produce beautiful sea shores and sculptured valleys. Conflicts between people can result in increased awareness and understanding. Conflicts at work can result in improved systems or designs. Without conflict the world would be a dull place.

Learning to handle conflict cooperatively and creatively takes learning new skills. Each time we learn a new skill, it is awkward and uncomfortable at first. These skills take lots of practice and lots of patience to learn to use well. We should also note that part of what makes learning these skills difficult is that most of the role models we see around us, (from parents to world leaders, video games to movies) do not use creative conflict resolution skills, so we associate conflict with negativity rather than creativity. In this curriculum, students will have the opportunity to practice several skills related to dealing with conflict successfully in all areas of their lives.

This curriculum, presented by The Mediation Center in Asheville, NC explores the nature of conflict and ways to successfully communicate with each other when a conflict arises.

"People fail to get along because they fear each other;
they fear each other because they don't know each other;
they don't know each other because they have not communicated with each other."
Rev. Martin Luther King, Jr.

Overview of Conflict Resolution Curriculum

This curriculum is designed to teach secondary students at all levels a method for resolving conflicts in a way that feels safe and which respects each person. While the same steps of conflict resolution are taught to students at all levels, the activities and examples of conflict increase in complexity as the students' ability to understand and cope with complexity increases.

This conflict resolution curriculum is based on the **TRIBE** steps.

Stop and Think
T Tell the other person what's up with you
R Reflectively listen to the response
I Identify what's important to each of you
B Brainstorm solutions that meet both of your needs
E Evaluate the solutions, choosing one or more to implement

The students at each grade level will be taught these steps to resolving conflicts. Each step involves a particular skill. With each step, students will be given an activity to practice that skill. Twice in each grade, students will be asked to practice those steps by role-playing a conflict through the steps they have learned.

The skill that goes with each step is as follows:

Step	Skill
Stop and Think	Anger Management
Tell them what's up with you	Speaking so others can hear
Reflectively Listen	Summarizing, identifying feelings
Identify what's important	Separating positions from interests
Brainstorm solutions	Brainstorming, looking for win/win
Evaluate solutions	Choosing appropriate solutions and making commitments

Also included in this curriculum is some general information on conflict, how we view conflict, and common causes of conflict in our lives. Teaching students this curriculum will help them become better able to manage conflict in their own lives and will also help them respect other points of view.

Note about Pronouns

The English language presents modern writers with a challenge. There is no pronoun that fully includes men and women, girls and boys. The customary way is to use the male pronouns and assume that the reader will view them as including women. The authors of this curriculum were not satisfied with the customary approach and searched for an alternative that seemed more inclusive. Using s/he or she/he and him/her seemed awkward to us and using only she and her seems as exclusionary as using only he and him. Many writers are now using the plural to be neutral, but that is grammatically incorrect. We have chosen to use she and he randomly when talking about a general person. In role-plays, where the role can be played by either male or female students we have tried to use androgynous names and have then used the she / he as the pronoun. If you have found a better way, please write to us, we're still searching for an inclusive way to write.

At the top of each page is a number that indicates the grade level of the lesson and the day of the lesson. So 8.2 means eighth grade, day two. Each day is designed to take 45 minutes. In some cases there are two or three short lessons for one day so all of these lessons would have the same decimal number at the top of the page.

TRIBE

Stop And Think

Calm yourself first
Is this a good time to talk
Is this a good place to talk
Pay attention to your T's (tone and 'tude—attitude)

T Tell What's Up With You

Speak in a way the other person can hear you
No name calling
Focus on how you've experienced the problem
Be brief
Describe rather than judge

R Reflectively Listen to the Response

Allow time for the other person to tell their side
Make sure you understand by checking it out
Summarize both their feelings and content
Understanding is not the same as agreeing

I Identify What's Important

Say your main concern and the other person's main concern
Ask the other person to summarize your main concern
Identify why each of you wants what you want

B Brainstorm Possible Solutions

Get ideas from both of you about solutions
Write all of the ideas down
Get as many ideas as possible

E Evaluate Solutions and Try It

Review all the solutions
Choose the ones that will work for both of you
Be specific and realistic
Repeat the solution back so both of you understand

Stop and Think

Dealing well with a conflict situation is difficult to do. You need to set up the best situation possible to be able to do this successfully.

Think about:

1. Is this a good **time** to approach the other person? What are they doing? Is there enough time to deal with the situation or will one or both of you have to go someplace like the bus or your next class before you can fully work out the conflict?

2. Is this a good **place** to approach the other person? Conflicts are handled best in private where each person can speak openly and not have to worry about "saving face" with other students who might be listening. If you think you or the other person is so hot that you might get into a fight, waiting until you've cooled off might help. It might be best to find a spot that is mostly private, but having a teacher nearby helps keep this a discussion and not a fight.

3. Are you **calm** enough to be able to go through the steps? You will need to remember the steps, present your point of view so the other person can hear, and be able to listen to their side.

- What do you need to do to get calm enough to work the steps? Sometimes expressing the energy physically will help you get calm. A short run or other type of exercise can help. Other times, doing some slow deep breathing will help. Do what you need to do to calm down before approaching the other person.
- Remember you are in control of starting this discussion. You don't want to lose control of yourself.

4. Before approaching the other person, remember that you need to check out your T's (tone and 'tude). Much of what is communicated is through the tone of your voice or your general attitude. To really come to a win/ win solution you have to have that desire reflected in your tone and 'tude.

5. Commit yourself to really understanding the other person's view of the situation and their needs. Commit yourself to working through the problem in a way that meets both of your needs.

Tell What's Up With You

It's important that the other person be able to hear and understand what you're saying. Conflict situations make it hard for us to really listen to someone else. You have to speak so that the other person can hear you. Think about how you like to be spoken to and try to talk that way. You are inviting the other person to work with you so you want to sound inviting.

1. Say something positive about the other person if you can. This builds the relationship and helps keep the other person from shutting down.

2. Ask the other person if they are willing to talk about a problem and ask if they can agree that neither of you will interrupt the other person.

3. Focus on your own experience of the problem: what happened and how you experienced it. If it is comfortable, you can use the "Tell" formula:

    When ______________________________
    I get really __________________________
    because ____________________________
    And I would like for us to talk about it.

4. Don't assume you know what the other person feels or did. Let him tell you about his experience, while you tell him about your experience. If you need to talk about the other person, describe his behavior, not his feelings or intentions. Be sure to use neutral, non-toxic language.

5. Don't call the other person names, or criticize him. Avoid words like "always, never, should, shouldn't." Don't exaggerate or dramatize to make your point.

6. Try to control the tone of your voice. If you sound calm and open, it's more likely that the other person can hear what you're saying.

7. Explain what you would like to have happen next time this situation comes up or what you want now to help resolve this.

8. Be brief. If you talk for more than a minute or two, the other person will tune you out. If you have more to say, you can say it after listening to the other person.

9. When you are done, thank the other person for listening, if you can, and tell him you want to hear about his experience of the situation.

Reflectively Listen To the Response

1. Allow time for the other person to tell her side. This means you have to ask the other person for their side and then STOP TALKING.
2. Put yourself in the other person's place. You don't have to agree, you're just trying to understand what it is like for them. This requires focusing on what the other person is saying.
3. Make sure you understand by checking it out. Sometimes we think we understand when we don't. Check out your understanding by restating what the other person has said.
4. Summarize what is said, both feelings and content. Summarizing is a way to check out what the other person is saying and to encourage them to say more. There are two parts of summarizing. The first is restating the *content* of the message. The second part is adding in the *feeling*. Feelings are sometimes stated, but more often you will need to label the feeling from hints such as tone of voice, body language, or from content of the message.
5. Don't argue mentally. You are trying to understand the other person. Mental arguing stops you from focusing on understanding.
6. Ask open questions to gather more information. Don't ask questions to show up or embarrass the other person.
7. Understanding is not the same as agreeing. You can understand the other person's point of view without agreeing with it.
8. Avoid making assumptions. Don't assume others use words in the same way you do. Don't assume you know what they mean; check it out.
9. Listen to how something is said. We often concentrate so hard on what is said that we miss the importance of the emotional reactions and attitudes related to the work.
10. Use appropriate body language. Face the other person. Smile and nod as appropriate. Use good eye contact without staring the other down. Keep your body language open.
11. If you have been successful at truly understanding the other person and can see their humanness in the situation, congratulate yourself. This is really hard!

Identify What's Important

When two people start discussing a conflict, lots of things get said that may not be really important. After each person has talked about how they have experienced what happened, it's time to identify what is really important to each of you.

1. Stop and ask yourself —what is it that is really important to me? Am I just trying to "win," or do I want something from this other person? Do I want help looking for a lost item? Do I not want to be stuck paying for it by myself? What exactly do I want to have happen as a result of this discussion? If we don't come to agreement, what is likely to happen? Is that what I want?

2. Once you've identified what you want, think about how you can say it in a way that has lots of options for solutions. "I don't want to be stuck with the total cost of the lost book," is better than "You better pay me 23 dollars for the lost book."

3. Tell the other person what issue or issues are important to you to have settled. Be sure to word this in a way the other person can hear.

4. Ask the other person what issue or issues are important to her to have settled.

5. Make sure you understand what the other person wants by summarizing it and repeat it back to them. Keep trying to say it back to her until she agrees that you have understood her. This is a time when you can reword her statement to include her concern, and to make it a statement that has lots of options.

6. Ask the other person if she would state your concern.

7. Thank the other person for listening to you.

Brainstorming Possible Solutions

The idea of brainstorming is to get as many conflict-solving ideas as possible conflict.

1. All ideas are accepted and not criticized or judged. Do not take time to develop any one idea or reject any ideas. Accept them all.
2. Both people are encouraged to contribute ideas. It is important for both people to participate and feel that every idea is important and valid.
3. Try to get as many ideas as possible. The longer the list of ideas, the better.
4. Build on ideas of others. If the other person's idea makes you think of another idea, add that new idea—piggyback.
5. Write down every idea because each one counts!

Evaluate Solutions That Work for Both

1. Review each idea by reading the list out loud.

2. Think about which ideas will solve the problem for both of you.

3. Ask the other person which idea or ideas he thinks will solve the problem.

4. Tell him which ideas you think will solve the problem.

5. If you agree, check that both of you have a common understanding of the solution. (So this means that we will each look for the book at home, and if we don't find it you will pay me $12 on Friday.)

   - Make sure that the solution is specific. Saying "you'll pay for half of the book" without talking about how much the book costs leaves open the possibility of conflict later over the cost of the book. Include in your solution who will do what when, and where will they do it.

   - Make sure that the solution is workable. Making an agreement about what someone not in the room will do is not workable. That person has to agree. If you agree to an exchange of money, make sure the person has a way to get money.

6. If you do not agree, suggest combining some of the solutions or go back to brainstorming.

7. Since you are the one who brought the issue up, thank the other person for being willing to work with you on solving it.

Congratulate yourself for working through this and for reaching an agreement!

Role-Plays

Setting Up Role-Plays

Setting up role-plays takes organization. This curriculum provides you with a definition of what the situation is, who the characters are, what the issues in their conflict are, and which skills to work on.

Divide the class into groups of three. Have them move quietly into their groups and then listen for further instruction. If they complain about their groupings, point out that they don't get to choose with whom they are in conflict.

Make sure the participants are clear about who they are playing, whether it is the disputant, a person using the skills of **TRIBE**, or an observer. It helps to use an assumed name, so that they do not carry on the conflict after the role-play ends. It helps to use "androgynous" names so that boys do not have to play girls' roles and visa versa. A person using **TRIBE** has had the conflict resolution training and is practicing using **TRIBE**. The disputant has not had the training and is involved as the other party to the conflict. The observer's role is to provide feedback and to help the person using **TRIBE** stay on track.

Describe the characters' roles, their feelings, and the scene that develops leading up to the conflict. **Describe the characters as good people** who just have a problem to resolve, but who both want to resolve it. *Hand out the roles at this point.*

Review what you would like those in the role of using TRIBE to do (you can do this in question form: "What is the first thing you will do as a person using **TRIBE**?")

Coach the disputants to act real. They want to provide the person practicing **TRIBE** with some challenge. However, they don't want to make the situation impossible. So it is important to try to act as they really might in this situation, but if the person practicing **TRIBE** says or does things that would help, then they should calm down. Disputants are free to elaborate on their roles if they stay within the above guidelines. *Tell them to stay in their roles unless you ask them to come out of the role.*

State the goals of the role-play (to get through stage___ ; i.e., to practice reflective listening; to get through stage R,...), **and set time limits.**

Ask if there are any questions.

After the first round, debrief the roles one at a time, using the format on page 15 (Feedback). On subsequent rounds, just call time and tell the students to debrief in small work groups.

OVERHEAD

Role-Plays

1. In your groups of three, decide who will use **TRIBE** first, and who will be disputant. The third person is the OBSERVER.

2. **TRIBE** user and disputant should read their roles and make sure they understand their roles. How would you feel if this happened to you?

3. Observer should read the Observation Sheet (p. 16)and make sure it is understood.

4. Everyone needs to understand how far the role-play is going. Will you **Stop and Think; Tell, and Reflectively Listen**? Or will you go all the way through? Ask the teacher if you are not sure.

5. Disputants: Remember that this role-play is to help the **TRIBE** user practice. Remember to be realistic, but not impossible. It's important not to be so easy that the **TRIBE** user doesn't get any practice. It's also important to cooperate with the process. Remember, you want to get this solved also.

After the role-play:

6. The observer should help the disputant give feedback to the **TRIBE** user. Ask the disputant the questions at the bottom of the Observation Sheet (p. 16) where it says "Ask the disputant."

7. Next the observer asks the **TRIBE** user about how they experienced the role-play. Ask the **TRIBE** user the questions on the bottom of the Observation Sheet (p. 16) where it says "Ask the **TRIBE** user."

8. The observer then gives feedback to the **TRIBE** user by answering the questions at the bottom of the Observation Sheet (p. 16) where it says "observer now shares his or her observations."

Using Real Situations

It's helpful to have students use real life situations for role-plays, but it also increases the likelihood of things getting difficult or out of hand since they bring up real emotions.

1. Ask students to brainstorm situations they've been in which would have been helped by using **TRIBE**. Write down all their ideas. (You may want to note whose conflict it was.)

2. Choose one situation that you believe will provide for a good role-play. This situation needs to be something to which the other students can relate to. It needs to be meaty enough to provide material for the role-play. It needs not to be so volatile that it could really end in a fight in the classroom. It needs to be resolvable.

3. Ask the student who suggested the idea to act as herself in the situation. Choose another student by;

   - asking for a volunteer
   - having the teacher choose a student or
   - asking the student whose conflict it is to choose someone to work with.

   Bring both students to the front of the room and ask for a commitment from both of them to be realistic, but to not fight. Seat them facing each other but just out of arm's reach. If you, as the teacher, have any concerns about them being able to keep their commitment, you can increase safety by asking them to sit with the chairs facing backwards (straddling the back of the chair).

4. Ask the person who was in the fight to briefly describe the situation. Help the other person get into her role.

5. Review the steps of **TRIBE**. It will help to have the steps posted where they can be seen by both the disputants and the rest of the class. Ask the person who was involved in the conflict to pretend she is approaching the other person and this time they are going to use the **TRIBE** steps to try to resolve the conflict.

Feedback After Role-Play

Everyone should have a chance to contribute to the discussion. At the end of the first role-play, take control of leading this process, asking the questions that follow. In subsequent role-plays, just call "time to give feedback" and note the steps on the board.

1. **Start with the disputant and ask him what the TRIBE user did that was helpful** and why that was helpful. Then you might ask him whether something else would have been helpful also.

2. **Next ask the TRIBE user** how it felt to be fighting fair. Ask what worked well. Ask whether he saw any problems and what he could do differently next time that kind of problem arises. This allows him to critique himself. Help him evaluate the resolution: Do you think the parties can stick to the solution? Do you think both parties feel the solution is fair?

3. **Ask student observers how the TRIBE user did** with each stage of **TRIBE**. Go through each stage and talk about what was done well and what one thing the **TRIBE** user could have done better.

4. **Finally, give your POSITIVE comments** on the practice. *Try to adhere to a three-to-one ratio of POSITIVE comments to "needs work" comments.*

5. Move on to the next role-play, handing out roles and getting everyone started again.

6. **At the end of all three role-plays, thank all the students** (role-plays can be hard work) and give encouraging remarks. Ask all the parties to take off their imaginary masks and hats and leave their roles behind, to not carry on the conflict any more.

Observation Sheet for Role-Plays

Name of observer: ______________Name of Person using TRIBE:_____________

Use checklist while role-play is happening:

When Speaking did TRIBE user:	**Yes**	**No**
Stay calm		
Say something positive about the other person		
Describe rather than blame		
Use a neutral tone of voice		
When Listening did TRIBE user:		
Look attentively at the disputant		
Listen without interrupting		
Use nonverbal encouragements (nodding, facial cues)		
Ask for information		
Summarize accurately what was said		
Acknowledge the person's feelings		

When role-play is over, lead the discussion:

Ask the disputant:
What did the person using **TRIBE** do that helped you understand her?
What did the person using **TRIBE** do that encouraged you to explain how you felt?
Did the **TRIBE** user do anything that discouraged you from talking?
What did the **TRIBE** user do that was especially helpful?

Ask the **TRIBE** user:
 Did you find you were able to stay calm?
 What made it this difficult or easy for you?
 What part of this do you feel you need to practice more?

Observer now shares his or her observations:
 What other behaviors were helpful?
 What one thing could the **TRIBE** user do differently to be more effective?

Sixth Grade Curriculum

Overview of Conflict Resolution Skills

Day One: ***Introduction and Setting the Stage***
Introduction to Conflict and TRIBE
Handling Anger

Day Two: ***Telling and Listening***
Tell What's Up with You
Thought to Feeling
Reflective Listening

Day Three: ***Points of View***
Instant Replay
Jack and the Beanstalk
What's in the Picture

Day Four: ***Role-Play***
Demonstration
Role-Play in Triads
Identify What's Important

Day Five: ***Brainstorming and Evaluating***
Common Ground
Brainstorming
Evaluate

Day Six: ***Putting It All Together***
Fishbowl Role-Play
Great American Egg Drop

6.1

Introduction to Conflict and TRIBE

Purpose: To experience conflict as normal and natural
To create awareness of the options for dealing with conflict
To create motivation to learn better ways for handling our conflicts
To get students acquainted with **TRIBE** process

Materials: Responses to Conflict Overhead
Responses to Conflict sheet reproduced as a handout

Time: 25 minutes

Procedure:

1. **Before class** prepare a student to help you with the demonstration described in number five.

2. Tell students that you are going to read a list of characteristics and ask them to stand if the characteristic applies to them. The following list can be modified to fit the group of students.

Please stand if:

- You walk to school
- You take the bus to school
- You are involved with sports
- You like the movies
- You ever had a conflict: not necessarily a fight, just a conflict
- You have had a physical fight
- You have felt irritated with someone, but just walked away because you didn't think speaking would help the situation
- You have ever had a conflict not come out the way they wanted

Since most people will stand for the last one, you can introduce this unit by explaining that we are going to learn how to deal with conflicts in a way that both people come to better understand each other. This method for dealing with conflicts helps people come up with creative solutions that help both people get what they really want.

Introduction to Conflict and TRIBE (Continued)

3. Ask students to brainstorm different ways of dealing with conflicts. Explain that this is a brainstorm so you are just going to write down everyone's ideas without evaluating. Write on the board all of their ideas about how people solve conflicts. As you write their ideas, you may want to put them into three lists:

   Confrontation is fighting, yelling, calling the police, telling a teacher, starting a war, etc.
   Avoidance is walking away, ignoring it, saying you don't care, drinking, doing drugs, etc.
   Communication is talking it out, going to counseling, going away to think about it and then coming back to talk, etc.

4. Congratulate the students on coming up with so many ways of dealing with conflict. Talk about each of the styles of conflict and the advantages and disadvantages of each. In addition to calling them Confrontation, Avoidance and Communication, identify that (Refer to Responses to Conflict Overhead).

   Confrontation is a style where one person wins and one person loses.
   Avoidance is a style where neither person really gets what they want; both people lose.
   Communication is a style where, if they can get to a point where each person understands the other person, they may be able to find a way for each person to get most or all of what they want.

5. Demonstrate the three approaches to conflict in a physical manner. Ask a student to come to the front of the room and stand facing you. Put your palms together, and note that the first reaction is to push against one another. This is confrontation. Then ask the student to push against you, but get out of the way, moving your whole body aside. This is avoidance. Then invite the student to push against you one more time. This time, when the student pushes, move backward in a circular motion, holding on to the student's hands. You may also verbally invite the student to "dance" with you, while you guide him to follow you as if you were leading him in a dance motion. Ask the students to get into pairs and try this with each other. Lead them through all three parts of the action, and at the end ask them how it felt to be in each role and to handle the situation in each of the three ways. This demonstrates the basic building blocks of aikido, the art of active non-resistance.

Introduction to Conflict and TRIBE (Continued)

6. Give an example of how this works in real life. Say there are two students sitting in the library and one wants the window open and the other wants it closed. They may alternate opening and closing it and each time get more irritated at the other. They start arguing. The librarian comes over and asks about what's happening. One student says he wants fresh air and the other student says that the breeze is blowing the papers around. The librarian then asks them to brainstorm solutions that will work for them both and they decide to open a window in another room of the library and leave the door open. They both get fresh air without the breeze.
7. Introduce the elements of **TRIBE** using the poster or overhead of Page 4.

6.1
OVERHEAD

Responses to Conflict

Confrontation Win / Lose

- Expressing verbal or physical threats, or aggression.
- Bribery or punishments like withholding money, favors, or affection.
- The attitude that one person must win and the other person must lose.

Avoidance Lose / Lose

- Withdrawing from the situation.
- Ignoring the problem, or denying the feelings involved.
- Can help in the short run, by giving each person a chance to calm down.
- If the conflict is never brought up, it is never resolved.

Communication Win / Win

- Understanding the other side, not necessarily agreeing.
- Being clear on what you want.
- Both people get their needs met.

Handling Anger

Purpose: To explore how anger is experienced and how it can be handled nonviolently
To help students set up the best possible situation for dealing with conflicts successfully.

Materials: CALM Handout Overhead (Page 26)
CALM Handouts
Stop and Think (Page 5)

Time: 20 minutes

Procedure:

1. Draw an outline of a porcupine and 8-10 quills. (See Angry Porcupine, Page 25.) Ask how you can tell that a porcupine is angry (its quills stick up). Ask how you can tell that a person is angry. As they tell you, "label" the quills: "red face," "yelling," "name calling," "pouty silence," "profanity," "sarcasm," etc. If you get symptoms that seem to group together like "breaking things," and "throwing things," you may put them on the same quill or add quills as necessary. When the quills are all labeled, point out the difference between the symptoms of anger and the causes of anger. The quills are the symptoms. They may upset us and become problems but they aren't the underlying problem. Draw a little red heart in mid-porcupine and say that the cause of the quills being up is really here and that it is the same with humans who are hurting because they aren't getting their needs/concerns met. Point out that reacting strongly to the symptoms of anger may sometimes distract us from getting the real problem solved.

2. Have students brainstorm a list of what they can do to defuse anger: take a walk, talk with someone, relax, etc. Allow the students to consider the consequences of different responses to anger. Review the CALM approach of what to do when someone else is angry (Page 25). These are all ways to get the porcupine to "lay down his quills."

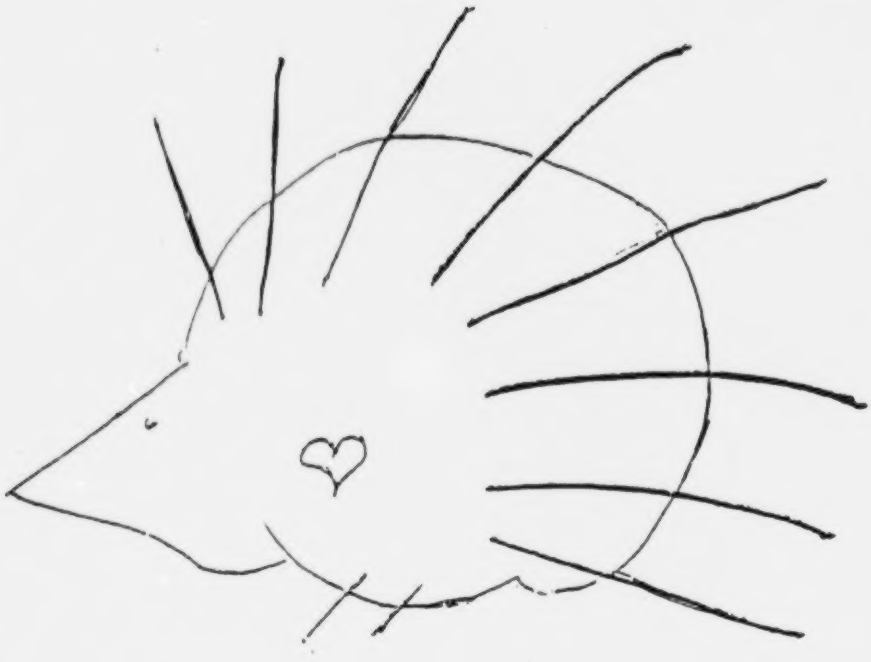
4. Go over Stop and Think with students and have class discussion (See Page 5).

Handling Anger (Continued)

Points to make:

- Dealing well with a conflict situation is difficult to do.
- You need to set up the best situation possible to be able to do this successfully.

5. Invite students to list conflicts they have had recently. Choose a couple of them to discuss. Ask the student who raised the issue to tell about the circumstances under which she tried to resolve it. Was it in the kitchen while her mother was trying to talk on the phone and make dinner, or did she quietly ask her mother if there was a good time when they could sit down and discuss it without interruption? If it was a dispute between two students, were they talking in the hall with lots of other people around or did they go off where they could talk about it without others overhearing? Ask students to list some ways of handling conflicts that would best support coming to a good resolution.



Angry porcupine

developed by Copper Coggins

CALM
Listening Skills for Defusing Anger

The **CALM** method for defusing anger is actually an extension of the active listening skills. People who are angry are unable to work toward resolution as long as they remain hostile. If we react defensively to their actions, we will probably evoke additional emotions of hostility from that person. When faced with the task of defusing another person's anger, we must first make the commitment not to become entwined in the other person's anger ourselves. **CALM** works as follows:

C **Calm** Yourself First—Don't Get Defensive.

- Suspend all judgment
- Commit yourself to calming the other person
- Resolution cannot happen as long as the individual remains angered
- Be as relaxed as possible
- Display an open style of body language

A **Acknowledge** the Importance of What the Other Party is Saying

- Use eye contact
- Ask them to tell you more about the situation
- Show your concern for their needs

L **Listen** Actively

- Let the person vent
- Listen for information being shared
- Do not interrupt

M **Make** Sure You Understand

- Clarify and summarize the party's concerns
- Use feeling words (***empathize***) which demonstrate you want to understand the angered person
- After summarizing ask them if you have understood their position.

The angered individual wants to be understood. Demonstrating your intentions to suspend judgment and to understand that person, without becoming angered yourself, will help to defuse their anger. CALM requires a conscious effort on the part of the listener to set aside his own needs momentarily and to attend to the angered person's needs.

Developed by Paul Godfrey and Barbara Davis
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Tell What's Up with You

Purpose: To teach students to communicate in a non-threatening manner

Materials: "I" Message Formula Overhead
"I" Message Worksheet

Time: 20 minutes

Procedure:

1. Explain that during conflict situations (fights, disagreements) we hear many "You" statements. For example: "You never listen to me." "You always borrow money from me and never pay it back." "You're a jerk." Ask for other examples.

2. Discuss the following:
   How do "You" statements make the other person feel?
   How does the other person respond?
   What effects do "You" statements have on the conflict?

Summarize the discussion:
- **"You" statements cause the listener to feel blamed or judged.**
- **They cause the listener to defend himself, withdraw (clam up), or fight back, instead of trying to solve the problem.**
- **They can make the problem worse.**

3. Explain that in **TRIBE**, we use "I" messages instead of "You" statements. "I" messages let the other person know how you feel, why you feel that way, and what you want. For example, instead of saying to a girl who owes you money, "You are a crook." You could say, "I get angry when I loan someone money and they don't pay it back. My mom wants to know what I do with my money, and I get into trouble if I can't explain."

4. Ask the class what type of response the above "I" message might have.

5. Put up "I" message overhead and ask the class to write down the situation surrounding a recent conflict they have had and some of what was said.

Tell What's Up with You (Continued)

6. Use some of their examples and use the "I" message formula in place of what was said. Ask class for other possible "I" messages. Explain that "I" messages are used because they help to get the disputants talking and set the stage for problem solving.

7. Comment that "I" messages should be used any time they seriously want to resolve a conflict but are especially useful in certain situations. Ask the class to identify situations in which "I" messages might be especially useful.

Possible situations include:

- When you want to invite someone to work with you to resolve a conflict.
- When you want someone to change their behavior.
- When you do not want to hurt someone's feelings but need to let her know that her behavior is bothering you or creating a problem for you.
- When the conflict involves someone who is older or in a position of authority, such as a parent or teacher.

(Warn students about the "two T's" when using "I" messages, especially with adults: Their TONE and their 'TUDE (attitude).Give some examples of "I" messages with threatening tone and bad attitude.)

OVERHEAD

"Tell" Formula

WHEN.................................State the emotion
I GET REALLY................State the specific behavior
BECAUSE........................State the effect the behavior has on you
AND I ....Invite the other person to solve it with you.

Examples:

1. You loan your library book to your friend and she loses it.
   *When*________________________________
   *I*__________________________________
   Because ______________________________
   And I________________________________

2. Your best friend shows your boy/girlfriend a note you wrote about him or her.
   *When*________________________________
   *I*__________________________________
   Because______________________________
   And I________________________________

Suggested Responses to Examples

When *you don't return what you have borrowed*
I get really *upset*
Because *I have to pay for the lost book*
And I would like us to talk about it.

When *you showed my note to (my boy/girlfriend)*
I got really *hurt*
Because *I thought we were sharing that information confidentially*
And I would like us to talk about it.

"I" Message Worksheet

Write an "I" Message for each problem:

1. The student next to you looks at your work during a test and gets you into trouble.
   When________________________________
   I____________________________________
   Because______________________________
   And I________________________________

2. Your mom tells you to wash the dishes, which makes you late for the movies.
   When________________________________
   I____________________________________
   Because______________________________
   And I________________________________

3. Your teacher always calls you by your "real" name, Francis. You hate this name. You would rather be called Frank.
   When________________________________
   I____________________________________
   Because______________________________
   And I________________________________

4. Even though there is no dress code, your parents won't let you wear shorts to school. Everyone else does.
   When________________________________
   I____________________________________
   Because______________________________
   And I________________________________

5. The student who sits behind you in class distracts you by constantly tapping your chair.
   I ___________________________________
   When________________________________
   Because______________________________
   And I________________________________

6.2

"I" Message Answer Sheet

Write an "I" Message for each problem:

1. The student next to you looks at your work during a test and gets you into trouble.

   When *you look at my answers*
   I *get really angry*
   Because *I get in trouble*
   And I would like to for us to talk about it.

2. Your mom tells you to wash the dishes, which makes you late for the movies.

   When *you ask me to wash the dishes at the last minute*
   I *get irritated*
   Because *I was late for the movies*
   And I would like for us to talk about it.

3. Your teacher always calls you by your "real" name, Francis. You hate this name. You would rather be called Frank.

   When *you call me Francis*
   I *get really embarrassed*
   Because *the kids tease me about it*
   And I would like for us to talk about it.

4. Even though there is no dress-code, your parents won't let you wear shorts to school. Everyone else does.

   When *I have to wear long pants to school*
   I *get really embarrassed*
   Because *everyone else is wearing shorts*
   And I would like for us to talk about it.

5. The student who sits behind you in class distracts you by constantly tapping your chair.

   When *you keep tapping on my chair*
   I *get really frustrated*
   Because *it distracts me and I can't concentrate*
   And I would like us to talk about it.

Thought to Feeling

Purpose: To practice changing "thought" statements to "feeling" statements

Materials: Feeling Words Overhead (Page 33)
Listening for Feelings Worksheet (Page 34)

Time: 10 minutes

Procedure:

1. Put up Feeling Words Overhead or generate a list of feeling words on the board from students.

2. Class discussion includes the following:

What are feelings?
Why is it good to know what we feel?
Why is it good to be able to talk about feelings?

3. Pass out worksheets to students. Go over an example with them, and have them pair up. Remind the students to use good listening skills in discussing with their partner what would make a good response to the statement. Have every pair discuss all six statements.

4. Then assign one statement per row and tell the students to read their "feeling" statements to the class.

6.2

Feeling Words

Abandoned
Affectionate
Afraid
Amazed
Angry
Annoyed
Anxious
Ashamed
Bad
Bashful
Betrayed
Bitter
Brave
Burdened
Calm
Cheated
Clever
Concerned
Confused
Content
Contrary
Crushed
Degraded
Delighted
Desperate
Determined
Disappointed
Discouraged
Distracted
Doubtful
Embarrassed
Energetic
Envious
Excited
Exhausted
Fascinated
Fearful
Fed Up
Foolish
Frightened
Frustrated
Gloomy
Good
Great
Guilty
Happy
Hateful
Helpless
Homesick
Hopeful
Hostile
Hurt
Indifferent
Ignored
Impressed
Isolated
Jealous
Joyful
Lazy
Left Out
Lonely
Low
Mad
Miserable
Mixed Up
Nervous
Odd
Overwhelmed
Panicked
Patient
Peaceful
Pleasant
Pressured
Proud
Quarrelsome
Refreshed
Rejected
Relaxed
Relieved
Resentful
Sad
Satisfied
Scared
Shocked
Shy
Silly
Skeptical
Surprised
Suspicious
Threatened
Trapped
Vulnerable
Worried

6.2

Listening for Feelings Worksheet

Change the "thought" statements to "feeling" statements.
Example: **Thought** statement: "What a drag, there's nothing to do."
Feeling statement: "Sounds like you're feeling bored."

Suggestions for possible ways of starting a "feeling statement":
Sounds like you're feeling________ Seems you're feeling____________
So you're feeling______________ You're really feeling ___________

Thought statement
"I don't need your help. I can do this myself."
Feeling statement
_______________________________________.

Thought statement
"I can't believe it. I got an "A" on my project."
Feeling statement
_______________________________________.

Thought statement
"Every time she says that, I feel like punching her."
Feeling statement
_______________________________________.

Thought statement
"How's my behavior? Do you think I'll get a good report?"
Feeling statement
_______________________________________.

Thought statement
"Leave me alone. Nobody cares about me anyway."
Feeling statement
_______________________________________.

Thought statement
"You Narc! You'd turn in your own brother."
Feeling statement
_______________________________________.

Thought statement
"I feel like dancing when I hear that song."
Feeling statement
_______________________________________.

6.2

Listening for Feelings Answer Sheet

Change the "thought" statements to "feeling" statements.

Thought statement
"I don't need your help. I can do this myself."
Feeling statement
Sounds like you feel confident.

Thought statement
"I can't believe it. I got an "A" on my project."
Feeling statement
You're really happy.

Thought statement
"Every time she says that, I feel like punching her."
Feeling statement
You feel angry.

Thought statement
"How's my behavior? Do you think I'll get a good report?"
Feeling statement
Sounds like you're unsure of how you did and would like some feedback.

Thought statement
"Leave me alone. Nobody cares about me anyway."
Feeling statement
You're feeling unhappy and isolated.

Thought statement
"You Narc! You'd turn in your own brother."
Feeling statement
Seems like you feel distrustful.

Thought statement
"I feel like dancing when I hear that song."
Feeling statement
You feel happy when you hear that song.

Reflective Listening

Purpose: To identify the contents of the message
To identify the feeling underlying the message

Materials: Prepared statements which can be reflected back
Student selected and prepared to demonstrate in front of class

Time: 15 minutes

Procedure:

1. **Before class**: Prep a student to demonstrate active listening with you. See #4.

2. Active Listening Discussion:

> Active listening involves reflecting back to the speaker the content as well as the emotion of the message in order to:
> a) Clarify the listener's understanding of the situation
> b) Bring feelings out in the open so they can be dealt with
> c) Encourage ongoing discussion of the problem

3. Use the following example of how a conversation might go with good listening.

   Select a student who is verbal and creative—someone who can think on her feet—to help demonstrate active listening through a role-play. Have the student silently read the Micki and Chris role-play. Tell the student to carefully consider the facts presented in the background section (e.g., the two kids are good friends, sweater is soiled but may not really be ruined).

4. Explain to the class that (name of student) will help you demonstrate active listening. Then read the background section of the role-play to the class.
   Background:
   Micki and Chris are good friends. Micki received an expensive new sweater from her parents as a birthday gift. Chris (you) borrowed the sweater from Micki to wear to a picnic. When you returned the sweater to Micki, it was soiled. Micki is very upset. Have a student read Micki's part to the class (with feeling).

Reflective Listening (Continued)

Micki: "My parents are going to kill me when they see this sweater. It's ruined. You're a pig, Chris—you don't care about anything. I let you borrow my new sweater and NOW look at it."

5. *Explain that you are Chris and clarify how Micki is feeling through active listening.*

Chris: What I hear you saying is that you are mad at me for not taking care of your sweater.

Micki: Yes, I am furious at you.

Chris: Are you saying that you expected more from a friend?

Micki: Of course. I did you a favor, and look at how you repay me.

Chris: You said your parents will kill you. Do you mean that your parents will be so angry they might ground you?

Micki: I'm not really sure what my mother will do, but I know they paid a lot for that sweater, and they will probably be mad."

Chris: You feel that your sweater is ruined and that nothing can be done to clean or repair it?

Micki: It looks pretty bad, but maybe it can be cleaned.

6. After you have finished the role-play, ask the class to describe the possible effects of active listening in this situation.

For example, active listening:
- Provides an opportunity for Micki to vent her anger.
- Defuses the situation—Micki acknowledges that her parents will probably be angry, but will not "kill" her.
- Sets the stage for exploring possible solutions—maybe the sweater can be cleaned.

7. Have students read the Jack and the Beanstalk story for homework.

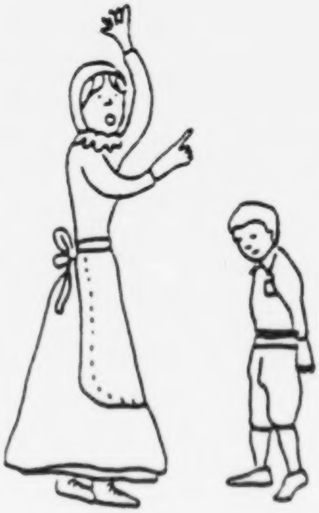
HOW I OUTSMARTED THE GIANT

- as told by Jack Smith -

Hi! I'm Jack. I lived with my mother on the edge of town near the junkyard. My father died a few years ago, and my mother and I were very poor. Besides our rented shabby house, our cow Bertha was our only belonging. One day while I was playing with some friends, Mom called me inside and said to me, "Jack, we're completely out of money, and we have no food for tonight's dinner. Take Bertha into town and sell her. Bring back the money, and we will buy some groceries." I was sad to be losing our cow, but I was also excited to be in charge of such an important mission.

When I Got To The Market, I noticed a crowd of people gathered around an interesting old man. I was curious, so I went over to check it out. He was selling some magical vegetable seeds—he claimed that broccoli would grow as tall as oak trees, pumpkins as large as houses, potatoes as big as elephants, and green beans longer than lampposts. I was amazed. I traded Bertha for five of the bean seeds. The salesman guaranteed a lifetime's supply of beans from one plant. I headed home feeling proud of myself for having made such a good deal.

My Mother Was Furious. *Instead of thanking me, she yelled at me. "Jack, you dimwit! Have you lost your mind? How could you sell Bertha for five lousy beans?" I tried to explain, but she would not listen. She threw the beans out the window and sent me to bed. I felt terrible—I thought I had done the right thing, but instead my mother insulted me and made me feel ashamed. I cried myself to sleep that night.*



The Next Morning, I woke up before the sun arose. I was going to run away and join the gypsies. As I crawled out my window, I was surprised to see a gigantic green tree growing in our yard. Getting closer, I saw that it wasn't a tree—it was a beanstalk growing up into the clouds. I started climbing it to see if there were any beanpods yet. Four hours later, I had reached the clouds. I jumped off into the pillowy ground and started to look around.

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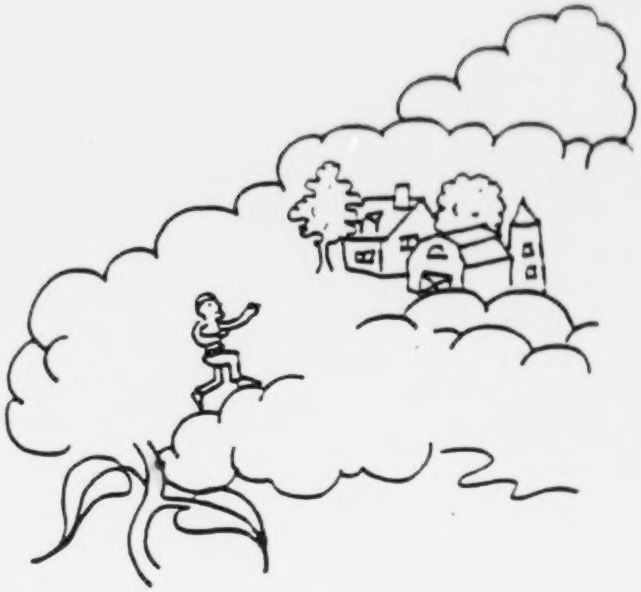
Jack and the Beanstalk by Elizabeth Loescher, reprinted with permission by The Conflict Center, Denver CO (303) 433-4983

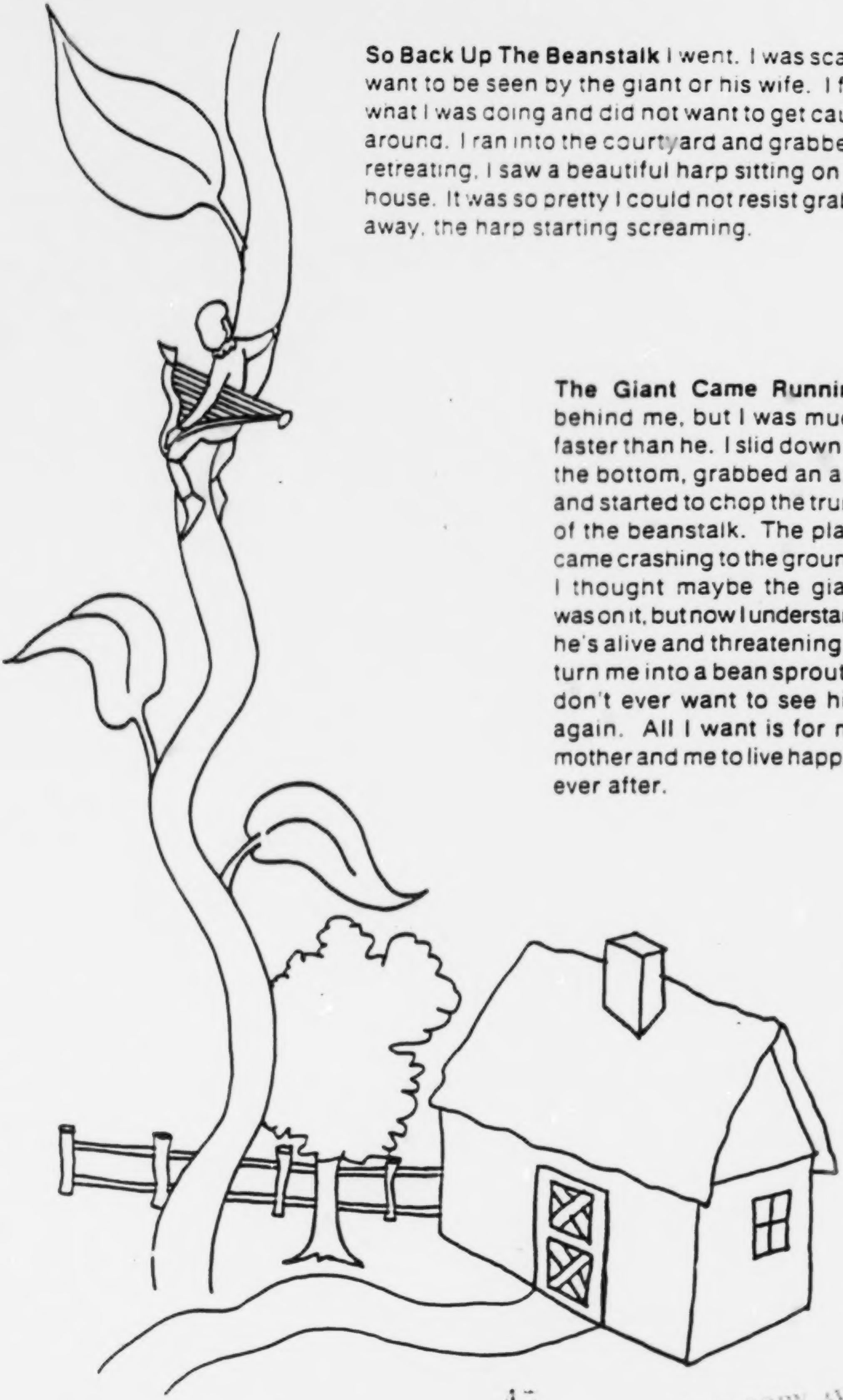


Far Off in the distance, I spotted a building. I headed in that direction. What I thought to be a castle turned out to be a farmhouse, barn and grain silo. An old woman feeding her hens jumped with surprise when I said hello. We started talking. I told her who I was and where I had come. She invited me to lunch and we kept on chatting. She told me that her husband was a giant who ran the farm. She told me that the hens she had been feeding would lay eggs of gold. I thought she was telling a fib, but I did not say so. Suddenly, while I was still eating, she stood up and said in a worried way, "I hear my husband coming. Quick, hide in the oven." I did not know what to think but did as asked.

The Giant came into the room and said something like, "Fee, Fi, Fo, Fum—I smell the blood of an Englishman. I'm not certain that's exactly what he said. It also sounded kind of like—"Gee, Wife, ho, hum, I fell in the mud near the fishing pond." But whatever he said, he was upset. About an hour later the giant's wife came and let me out of the oven. I was scared and took off like a rabbit. As I ran through the farmyard, I decided to grab one of the hens. I really didn't believe that story of the laying of golden eggs—I just thought that fried chicken sounded good for dinner. They had so many chickens I figured they would not miss the one I took. I ran back to the beanstalk and got down to the bottom in no time at all.

It Was Almost Too Good to be true—the hen did lay a golden egg! Naturally we didn't have fried chicken that night. With the golden eggs, we soon had enough money for all our food and other needs. We were quite happy . . . at least for awhile.

One Day, mom asked me, "Jack, this hen is a blessing. We have plenty of money for food, but I was thinking . . . this house is terribly run down, we could really use another cow, and someday you will want to go to college. Do you think you might be able to run back up the beanstalk and fetch another hen?"



So Back Up The Beanstalk I went. I was scared, and I did not want to be seen by the giant or his wife. I felt uneasy about what I was doing and did not want to get caught. No one was around. I ran into the courtyard and grabbed a hen. As I was retreating, I saw a beautiful harp sitting on a bench near the house. It was so pretty I could not resist grabbing it. As I sped away, the harp starting screaming.

The Giant Came Running behind me, but I was much faster than he. I slid down to the bottom, grabbed an axe and started to chop the trunk of the beanstalk. The plant came crashing to the ground. I thought maybe the giant was on it, but now I understand he's alive and threatening to turn me into a bean sprout. I don't ever want to see him again. All I want is for my mother and me to live happily ever after.

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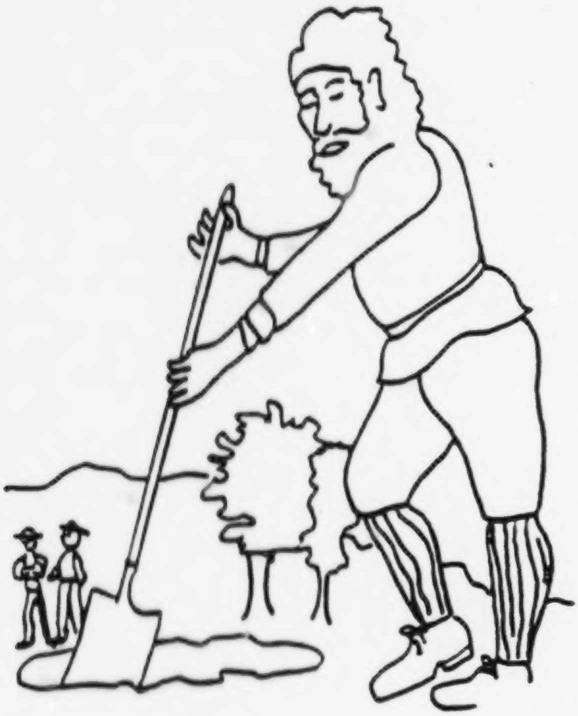
I WAS ROBBED

- as told by Brock-the-Friendly Giant -

My Name Is Brock-the-Friendly Giant. For many centuries I lived in the rolling hills of England. My wife Merry and I had a beautiful farm. We grew giant-sized vegetables and raised animals. We loved our animals. We tended them as if they were our children. They were well fed and groomed. When they were sick, we nursed them to health. We even played with them when the day's work was finished. In return, they would do amazing things for us. For instance, our hens would lay eggs of gold, and our cows would deliver chocolate milk or white milk—whichever we preferred.



I Lived In Peace with my farm neighbors and the townspeople for a long time. If someone had a project that needed a giant-sized hand, I like digging a duck pond or raising a barn. I was always glad to help. If someone had some bad luck or a crop failure, I was always happy to share my bounty.

As The Years Went By, it seemed there were more requests for favors. I tried to oblige as much as I could, but it seemed the more I gave, the more was wanted. People were asking me to do things that they once managed to do without me. The requests always sounded so reasonable that I had a hard time telling anybody "No". Well, I spent so much time helping everyone else, my own farm work was not getting done. I was also getting older, so Merry and I decided it was time to retire. We chose to move to the clouds because of the magnificent view and the quietness. It was very hard for us to leave our earth friends.

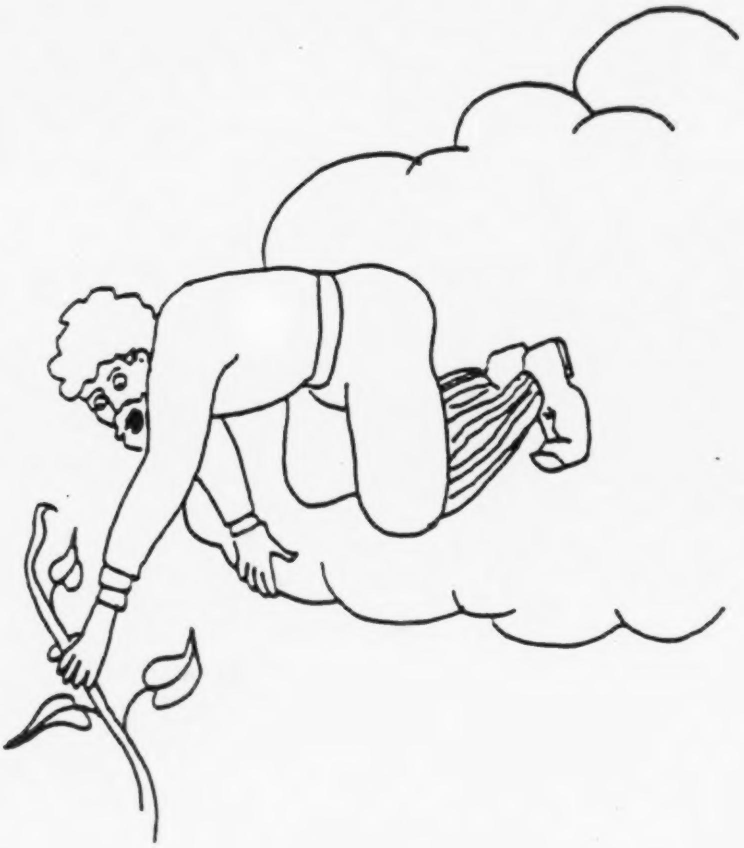
Many Years in the clouds passed lazily by when something quite strange happened. Out of the clear blue sky, a young English boy paid us a surprise visit. I was in the fields with the grazing sheep and Merry was in the courtyard feeding the hens, when out of nowhere this young lad walked up and said "Hello" to her. She was quite surprised, but they began to talk and Merry invited him to stay for lunch. When I returned from the fields for my lunch, Merry heard me coming and hid Jack in the oven. It was a silly thing for her to do. She was worried about my ailing heart and did not want me to be shocked by our surprise visitor. I would have loved to talk with the youngster, but Merry meant to be thoughtful to protect me.

After I Had Fallen Asleep for my afternoon nap. Merry let the boy out of the oven. He must have gotten frightened while being in the stove. He shot away like a wild deer without saying so much as Thank You or Goodbye. Not only that, but Merry thinks he stole a hen as he left. What a strange way for a visitor to act.

Later Than Same Year as we were working with the fall harvest, the boy returned. This visit was even stranger than the first. We might not have ever known he had come had it not been for my beautiful harp which screamed, "Master! Please help!" I ran from the kitchen to see the little whippersnapper running away with both my harp and another hen.

Well, I Am A Man known for my patience, but I was outraged. I started chasing the rascal, but he was quicker than me. He got back to the beanstalk and was down in a flash. I tried to follow him down the beanstalk, but I noticed that he was at the bottom . . . chopping at the trunk! I hurried back up to the clouds and got there just as the plant went crashing to the ground.

The Hens Were My Friends; I will miss them. But the harp was a family treasure. It can never be replaced. Though I am a peaceful giant, I vow to catch that kid and turn him into a pancake.



Jack and the Beanstalk by Elizabeth Loescher, reprinted with permission by The Conflict Center, Denver CO (303) 433-4983

6.3

Instant Replay

Purpose: To practice good listening skills

Materials: Prepared statements to use for listening practice

Time: 15 minutes

Procedure:

1. Write on the blackboard:

INSTANT REPLAY
1. Summarize
2. Guess the feeling

2. Explain to the students that they are going to be like sports announcers and do instant replays of the statements they hear. An Instant Replay consists of feeding back both the summary of *content* and the *feeling* expressed by the speaker.

3. In TV show fashion, pretend to hold a microphone and say one of the prepared statements. Hold the microphone up to a student and have him do an Instant Replay. If necessary, help him out by repeating the statement or asking him what you said or how he thinks you felt, then have him repeat the whole Replay until he has reflected back a clear understanding.

Sample statements for students to reflect might be:

- I lost my new jacket and my mom's gonna kill me. She just spent a lot of money on it and it was a present for my birthday. She told me to take good care of it. She's gonna be so mad at me.
- I saw Bobby walking down the street with someone else and I thought he was my boyfriend. I knew I should never trust anyone. I haven't even talked to another boy since we've been going together. Now look what he has done!
- I've got a test tomorrow and I'm not ready! I can't afford to get a bad grade. I'm just passing as it is, and if I don't get at least C's in all my subjects, my mom says I can't play on the team any more.
- I don't understand! I thought I was going to be captain of the team and just before the game started, I found out that Lee was captain. It's not fair!!

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Instant Replay (Continued)

4. Have audience give the student who did the Instant Replay a big round of applause when he completes it. Go on to the next student.

5. Have students pair up. Identify one person as the speaker and one as the listener. Each speaker will speak for two minutes about a conflict he has had. After two minutes stop the speakers, and ask the listener to do an Instant Replay. Remind them that this is summarizing the content and adding a feeling.

6. Have students switch roles and repeat #5.

7. Processing:

- Discuss how it felt to the students to play Instant Replay.
- Ask whether it was easy or hard to do the Instant Replay and why.
- Why it is good to talk about feelings?
- Have they already used the Instant Replay approach in real life without realizing it?
- Suggest they try it within the next couple of days at home, school, or play and report back on how it worked.

6.3

Jack and the Beanstalk

Purpose: To show different points of view on the same incident
To identify the underlying needs in a conflict
To practice "I" messages and Reflective Listening

Materials: Jack and the Beanstalk Story

Time: 20 minutes

Procedure:

1. Have students summarize the Jack and the Beanstalk Story they read for homework.

2. Ask the students who is the "good guy" in this story and who is the "bad guy." (Most will say the giant is good and Jack is bad.) Does Jack think he is the bad guy? Have a short discussion about point of view.

Points to make:
- Perspective of who is "right" changes depending on who is telling the story
- When using **TRIBE** it is important to remember that we only know our side.
- To find a Win/Win solution, we have to understand the other person's side.

4. Have students get in pairs; one will be Jack and the other will be the Giant. Have the Giant give Jack an "I" message, and have Jack reflectively listen (do Instant Replays).

5. Have Jack give the Giant an "I" message, and have the Giant reflectively listen.

Jack and the Beanstalk (Continued)

6. Ask students to identify what the Giant says he wants at the end of the story and what he really needs. (He says he wants to catch Jack and turn him into a pancake. He needs to have his harp returned and to be sure Jack will not steal from him in the future.)

7. Have the students identify what Jack wants at the end of the story and what he really needs. (He says he wants to never see the Giant again. He needs a source of income and food for himself and his mother.)

6.3

What's in the Picture

Purpose: To help students understand that conflict often arises because each person sees only part of the whole.
To help students understand that our perspectives may be only partial pictures, limited by our life-experiences.
To encourage students to look for the "whole picture" when examining conflict situations.

Materials: "What's In the Picture?" Worksheet
Pictures

Time: 10 minutes

Procedure:

1. Examine the pictures yourself before you begin the lesson. Pictures 1-A and 2-A each represent the central portion of a larger scene. Picture 1-A portrays a woman pouring from a measuring cup. The larger scene (1-B) shows her as a chemist in a laboratory. Picture 2-A shows a black woman holding back a white girl. Picture 2-B places them at a busy street corner, where the woman is trying to keep the girl from being hit by a car.

2. Divide the students into heterogeneous groups. Be sure they're mixed by race and sex, if possible. Give each student a copy of the Worksheet and pictures 1-A and 2-A. Have the students look at picture 1-A and answer the questions on the Worksheet. Repeat for picture 2-A.

3. Now ask students to discuss their feelings in their groups. Ask them to compare their ideas about what's going on in the two pictures. Have a recorder in each group take notes on the different ideas. Then, without having students move their desks, discuss their feelings and ideas as a whole class.

4. Now tell students they will work silently again. Give each a picture of 1-B. Have them look at it and answer the questions on the Worksheet under "Follow-up." Repeat for 2-B. Then have them share their feelings in the small group. Finally, come together as a whole class for discussion.

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What's in the Picture (Continued)

Questions to ask and points to make:

1. What was the difference in your feelings about the pictures when you saw part of the picture compared to the whole picture? Why was this so?
2. What assumptions did you make when you saw part of the picture alone?
3. When in real life have you only seen part of a "picture," or looked at a situation from one point of view, and later changed your mind when you saw the "whole picture?"
4. Tell the students that because we grow up with limited experiences, we often see only "part of the picture." Sometimes we don't even know we're doing this. Explain that learning to see situations from others' points of view helps us perceive larger pictures.
5. Ask students about how seeing only part of the picture might contribute to conflict.

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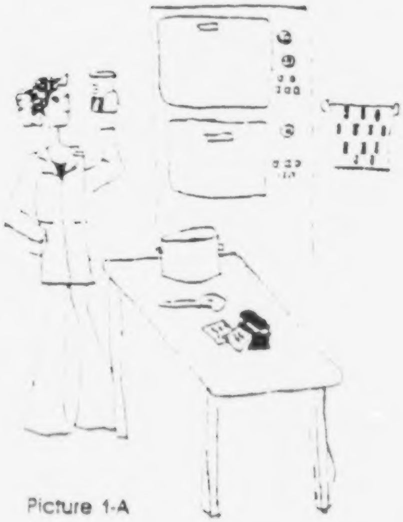
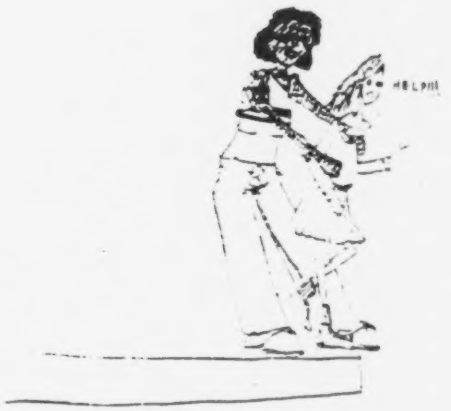
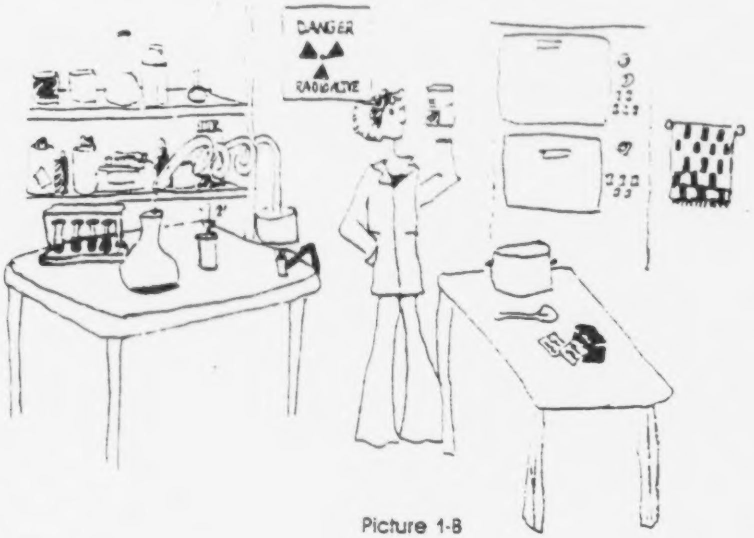


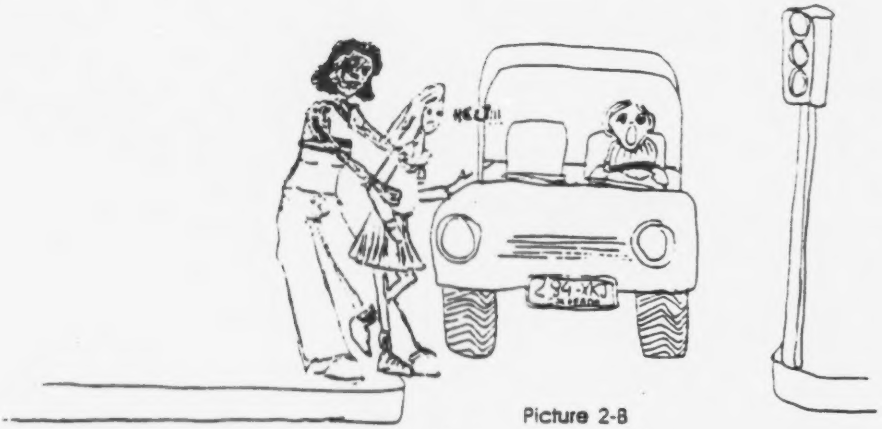
Picture 1-A



Picture 2-A


DANGER
RADIOACTIVE

Picture 1-B


HELP!!!
294-XKJ

Picture 2-B

What's in the Picture Worksheet

Part I

Looking at picture 1-A

What do you feel about this picture?

What do you think is happening here?

Looking at picture 2-A

What do you feel about this picture?

What do you think is happening here?

Part II

After seeing picture 1-B

Have your feelings changed now? If so, how? Why?

After seeing picture 2-B

Have your feelings changed now? If so, how? Why?

What have you learned by doing this activity?

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First Role-Play

Purpose: To practice putting together the first steps of **TRIBE**
To practice giving and receiving feedback

Materials: Role-play Handout—one for every two students
Demo role-play—one copy
Observation sheet for role-plays (see Page 16)

Time: 35 minutes

Procedure:

1. Explain to the students that they are going to practice putting together everything they have learned so far. Refer to Setting Up Role-Plays (Page 12).

2. Set up the demonstration. Tell the students that they are to act as observers and to pay attention to how well you use the **TRIBE** steps. Have a student or another teacher play the role of the disputant. Coach this person ahead of time to provide some challenge, but not to be outrageous. Demonstrate through Stop, Tell and Reflect (The first steps of **TRIBE**).

Demonstration

Teacher: **You are very frustrated because one of your best students has failed to turn in her biggest project of the year, a research paper which is supposed to be at least ten pages long. You have planned to read the papers over the weekend and return them to the students on Monday, which is also the day you have to turn in term grades. It is now Thursday. The papers were due Monday. You have spoken with the student already about the paper, and s/he has told you that s/he is in an important theater production and keeps stalling on when s/he will turn the paper in.**

First Role-Play (Continued)

Student: You are in a play this weekend. The last two weeks have been constant rehearsals. This is a very important performance, a public performance with primarily adult professional performers, and it is a real opportunity for you to be able to perform with them. You don't want to mess up on this opportunity, but you also don't want to fail a major subject in school. You have tried to work on the paper ,and you are sure that you can get it written over the weekend since you have done all the research already. You know the paper is late, and you have talked with the teacher about it once already. S/he knows that you are in the play and this is important to you.

3. Ask students for some feedback on how well you did using the steps Stop, T, and R.

Discussion Questions:
What things did you do well?
What is one thing you might have done better?
Take questions before they practice a role-play going through R.

4. **Put students into groups of three and have them agree on who will be the first TRIBE user, the first observer, and the first disputant. The roles will rotate. Have each student decide whether she will be A, B, or C. Each will have an opportunity to be TRIBE user, observer, and disputant. Start with A as TRIBE user, B as disputant, and C as observer. Rotate on each round. Remind the observer that she will be giving feedback at the end of each round.**

Teachers' notes:

- There are three role-plays so that each person gets an opportunity to be the person who owns the problem and is practicing **TRIBE**.
- The observers have a sheet with points to notice so that they can give good feedback.
- The speakers and listeners should be coached on only going through the first steps: setting the stage, speaking so I can be heard, and reflectively listening.
- Each round will consist of a total of about seven minutes; two to set up, three to play the roles, and two to get feedback from the observers. You will need to circulate to troubleshoot and make sure students are on task and on time.

First Role-Play (Continued)

5. After you have divided the students into threes and assigned roles, either read conflict scenario #1 to the class or hand out duplicated copies. Allow a few minutes for the two disputants to interact. Meanwhile, the observers are filling out the role-play observation worksheet.

6. Process role-play. See sheet on giving feedback (Page 15). Have the disputants tell the **TRIBE** user how they felt, then the **TRIBE** user says how she felt, and finally the observer reads comments off the observation sheet she filled out.

7. Repeat step 5 with the subsequent two role-plays allowing each student to practice the Stop, T and R of **TRIBE**. For these, it should be sufficient to ask them to process in their threes without as much direction.

8. In a large group, point out your observations of what students did well and any points to remember. Ask if they have questions about the process.

6.4

HANDOUT

Role-Plays

Johnny: You wear your watch to school everyday, but usually keep it in your desk or gym locker during P E. Several hours after your last gym class, he could not find your watch in either place. A few days later, you noticed that Timmie was wearing a watch "exactly like" yours. You think Timmie stole your watch. Use **TRIBE** to handle the situation.

Timmie: You and Johnny have been friends in the past and you would like to remain friends. He's an OK guy. You lost your watch at school several weeks ago and haven't been able to find it. It's been really difficult for you to not have a watch. The other day coming out of P. E. class, you found a watch on the floor in the hall, there was no one else around and your watch was missing so you picked it up and put it on. It's been great to have a watch again.

******

Chris: You and Lee have been friends. Lately Lee has been tapping you on the arm and fooling around with your books in class. You have been getting annoyed and sometimes move to another seat. The other day you were really irritated and you yelled at Lee. This has gotten you into trouble with the teacher. Use **TRIBE** to talk to Lee about the situation.

Lee: You and Chris are good friends, you are always fooling around with each other making class more interesting. Sometimes Chris just gets real weird and moves away for no reason. The other day he yelled at you in front of the whole class and called you some names. You're pretty mad at him for yelling at you.

Role-Plays (Continued)

#3

Ernie: There has been an outbreak of graffiti on the bathroom wall. You told a friend that Ray had done it, but you haven't told anyone else. The principal was in the hall when you said it but you didn't see her until after you said it. Now you hear rumors that Ray wants to fight. Use **TRIBE** to handle the situation.

Ray: There has been an outbreak of graffiti on the bathroom wall. You were called to the principal's office for writing on the walls, even though you didn't do it. A friend told you that Ernie told the principal that you were the one writing the graffiti. You are pretty mad about being called to the principal's office. You were in the bathroom when the graffiti was written, but you didn't have anything to do with it. You don't want to identify the guilty parties because they are bullies.

Identify What's Important

Purpose: To recognize another's needs
To word needs in a concrete and specific way

Materials: **TRIBE** poster
Overhead of "Questions to Identify Needs"

Time: 10 minutes

Procedure:

1. Review steps in **TRIBE**.

2. Read the following statement. Ask students what the speaker really needs:

   "It gets me so mad when those kids whisper and laugh at the lunch table."

   The speaker really needs:
   - to feel included
   - to feel that other kids aren't laughing and talking about him
   - to feel that the kids like him

3. Go through each of the statements below and get the students to identify the need and make it as specific and concrete as possible.

4. Have students write down what they think the person needs as you read the statements below, then have a class discussion.

   - "Why does she always get to pick the teams on the playground?"
   - "She always gets me in trouble. I'm minding my own business, and I'm the one who gets caught when I'm doing nothing."
   - "She's such a jerk, always trying to show off in front of our teacher."

5. Don't let the students be vague in their identification of needs. For example: (Use the following overhead.) "I need for him to be nicer to me." This is much too vague and general. Be more concrete and exact.

6. As the students look at the overhead, ask them to get in pairs. Partner A asks partner B the questions on the overhead and partner B answers as if partner B had said "I need for him to be nicer to me." Then discuss some of the ways "he could be nicer to me."

6.4
OVERHEAD

Questions to Identify Needs

Here are some questions you could ask to help identify needs:

- What do you want to happen?
- Why is that important to you?
- How exactly do you want him to be nicer to you?
- What would it look like if he were nicer to you?
- What would it sound like if he were nicer to you? What would he say or not say?

Common Ground

Purpose: To help students identify commonalities
To help students work on the problem, rather than attack the other person

Materials: Common Ground Worksheets

Time: 15 minutes

Procedure:

1. Write the term "Common Ground" on the board, and ask if anyone has heard of the term.

> Explain that in many conflict situations there is often something that the disputants can agree on or something they both want. At minimum, the problem is important to both. This commonality can help provide a basis for finding a solution. Areas of agreement or this shared need are called **Common Ground**. When in a dispute, students must listen carefully to identify common ground and use it as a basis for reaching a solution to the problem or conflict.

2. Distribute the "Common Ground" worksheets to the class. Each circle represents what one person wants or needs. Explain that the area where the two circles overlap represents common ground.

3. Read each of the following scenarios to the class, and ask them if they can identify any common ground and briefly describe it on the worksheet.

4. Discuss the common ground identified by the class and how one might use that common ground to help resolve the conflict.

> **CONFLICT**: Mike and Pete
> Mike and Pete have lived in the same neighborhood for several years, but have never gotten along very well. They are often rivals, especially when involved in neighborhood activities requiring athletic ability, such as street hockey or skateboarding. They frequently get into fights trying to "Show each other up." Now they are both on the school's soccer team. They find it difficult to work together and constantly argue during the course of team play. The coach has threatened to kick them both off the team.

Common Ground (Continued)

5. If the class has difficulty identifying common ground, assist by asking the following questions:

- What things are important to both Mike and Pete? (e.g., reputation as a good athlete, staying on the team)
- What might happen if they cannot control their bickering while playing on the soccer team?
- How important do you think it is for each of them to stay on the team?
- Could either party use "staying on the team" as a basis for helping resolve the conflict?

6. Read second conflict and repeat:

CONFLICT: Sandy and Karen
Sandy and Karen are twin sisters. It is Saturday night, and both are planning to go to the movies with a group of mutual friends. Sandy must get the dishes washed before she can go out. Karen wants to wash her hair, and the sisters are arguing over who will use the sink. Sandy says, "If I don't get these dishes washed right away, I'll be late." Karen responds, "But I must get my hair washed quickly—I don't have time to take a shower. I think Ted will be there, and I want to look good."

7. If the class has difficulty identifying common ground, assist by asking the following questions:

- What does each girl want? Do they want any of the same things?
- What type of relationship do you think Sandy and Karen have? (Even though they may be arguing now, they probably have a good relationship; they are twins and they share the same friends.)
- Is it important for them to maintain a good relationship? Why?

Adapted from **Resolving Conflict Through Mediation**
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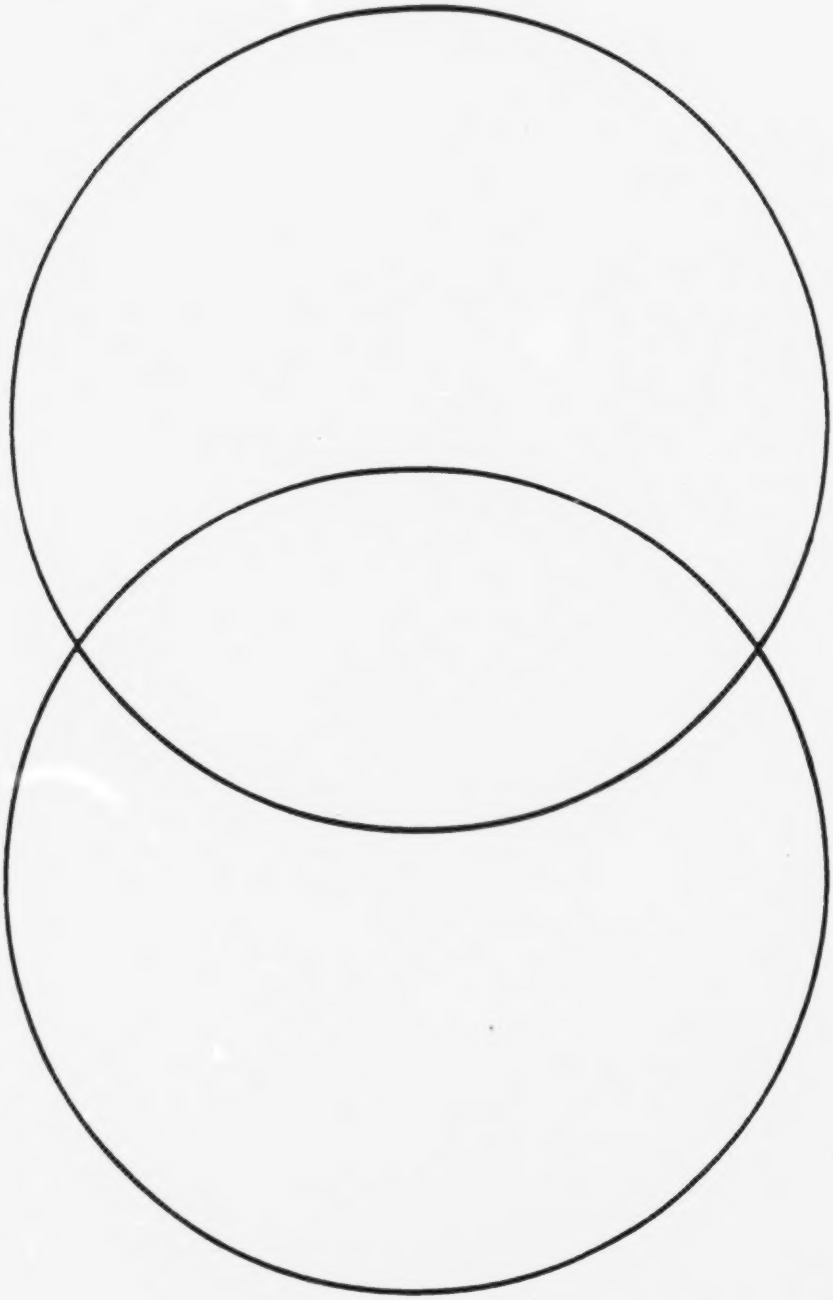
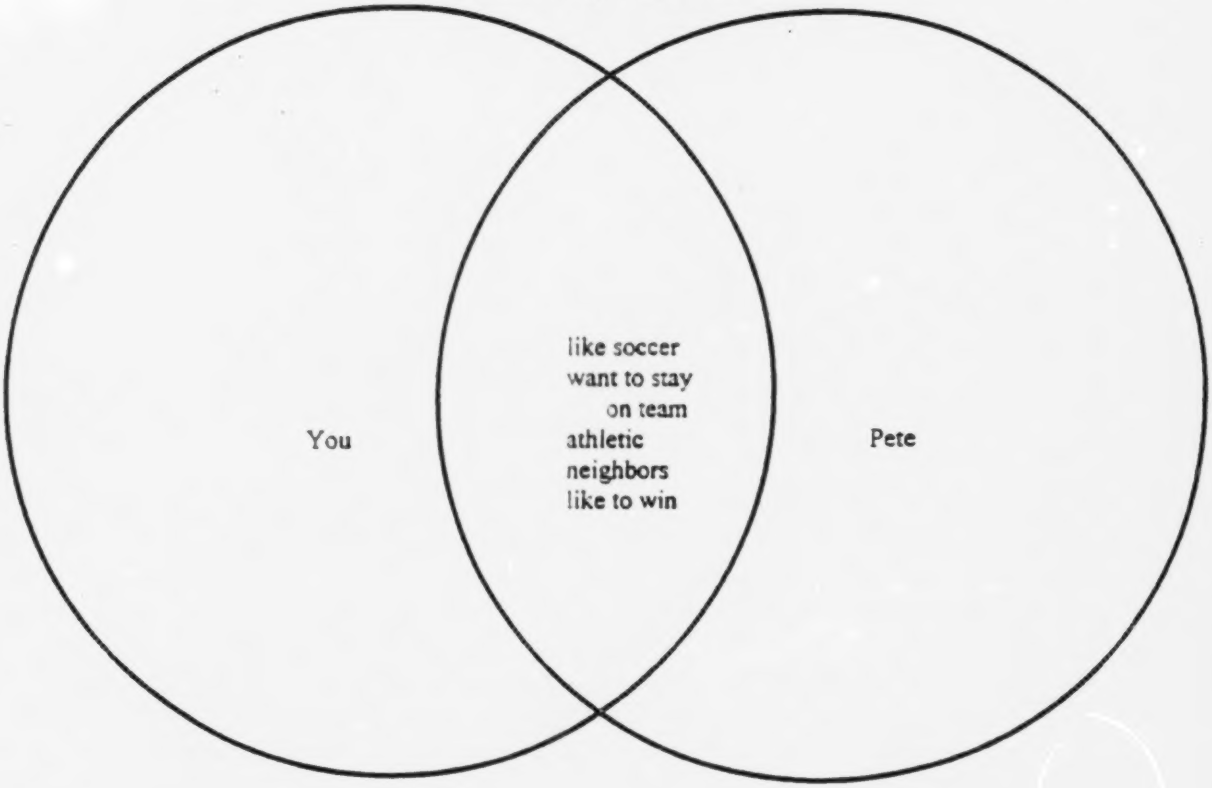
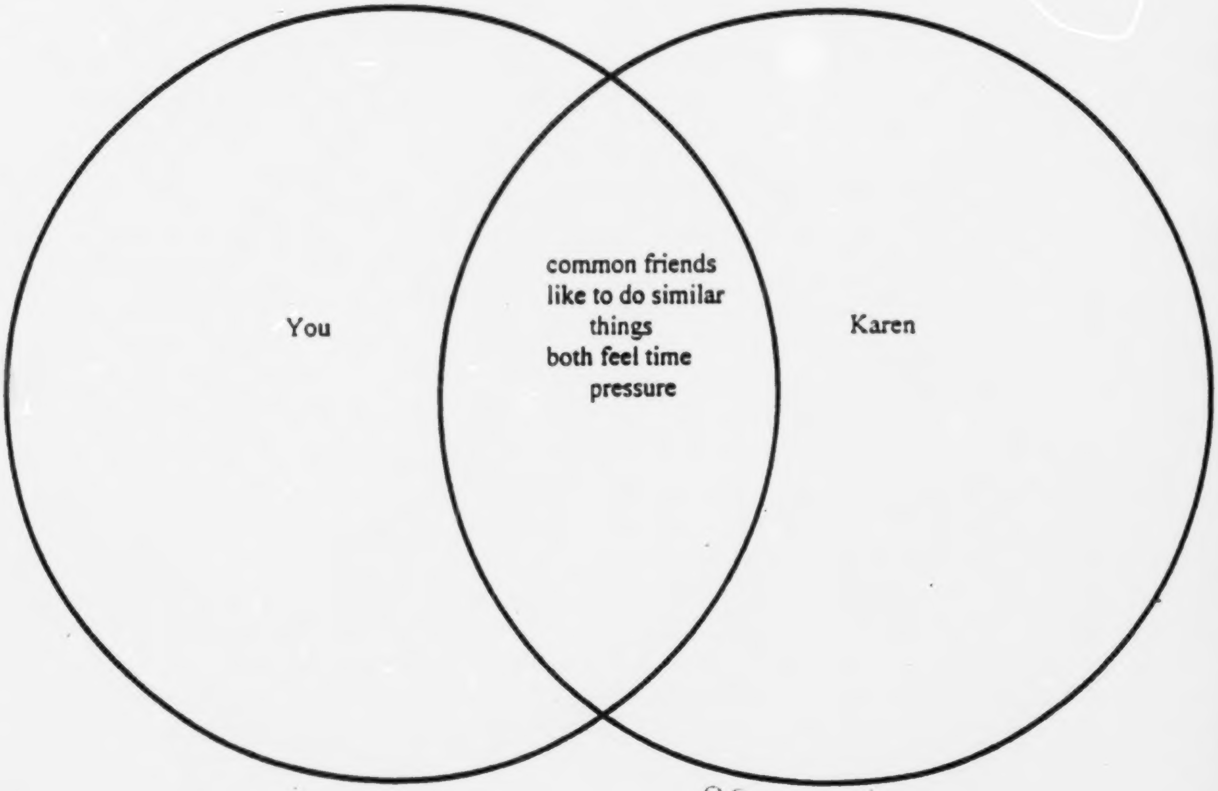
Common Ground Worksheet*

Can you identify the common ground?



Commonalty Answer Sheet


You
like soccer
want to stay on team
athletic
neighbors
like to win
Pete


You
common friends
like to do similar things
both feel time pressure
Karen

6.5

Brainstorming

Purpose: To introduce students to the concept of brainstorming as a creative problem solving tool

Materials: Brainstorming Possible Solutions (Page 9)

Time: 20 minutes

Procedure:

1. Ask students if they have heard of brainstorming. What does the word sound like it might mean? They can think of brainstorms a "Rainstorm of Ideas." Lots of ideas are pouring down, and each idea is valuable. They collect into a puddle, without stopping to judge individual ideas (or raindrops), until the rainstorm has ended and all possible ideas have been collected. The goal of brainstorming is to develop a list with lots of ideas about solving a particular problem and to get input from each person. The way to do that is to make it easy and fun to contribute ideas, not to judge or reject any ideas. Discuss Piggybacking—when one idea triggers another and then, perhaps generates a flow of new ideas.

2. Put overhead up and go over it in class discussion.

3. Ask the class to brainstorm (while you make a list on the board of all the ideas expressed) on one of the following topics:

   - feeling words
   - possible solutions to a problem the class is experiencing
   - uses of recycled cans

4. Look again at the Jack and the Beanstalk story and the needs that were identified in day three. Brainstorm with the whole class all the ways both Jack and the Giant could get their needs met.

Brainstorming (Continued)

5. To have students practice accepting ideas without criticism, ask students to lead a brainstorm in pairs. One person is the "facilitator" (as if she were the one practicing **TRIBE** and the other was not). Ask them to write down all the ideas they can think of to solve the problem for either the Sandy / Karen dispute or the Mike / Pete dispute.

> Be sure that you have a clear definition of what the problem is and how the common ground will assist them to come to a solution.
>
> For Sandy / Karen, the question might be: How can Sandy get the dishes washed and Karen get her hair washed all in time for them both to get to the movies on time?
>
> For Mike and Pete, the question might be: How can Mike and Pete handle their rivalry so that they can both play on the same soccer team?

6. At the end, ask the facilitator if it was difficult to get equal contribution from both of the parties. What can you do if the other person won't contribute?

> Ideas:
> - Go back to reflective listening.
> - Build trust
> - Let the other person know you really are interested in his ideas

7. Compile all the brainstormed solutions for each of the two cases on the board just as two lists.

Evaluate Solutions

Purpose: To help students better understand how to evaluate solutions that work for both parties

Materials: Evaluate Solutions That Work for Both, (Page 10)

Time: 10 minutes

Procedure:

1. Put up overhead of the evaluate page (pg. 10) in the introduction and go over each point with students.

2. Take the brainstormed solutions for Jack and the Beanstalk and ask the students to evaluate each one. Which solutions would best meet the needs of both Jack and the Giant. Do the solutions they choose meet the criteria for being **specific, realistic, future focused, and balanced**?

3. Divide the students back into the groups that brainstormed the solutions to the conflict between Sandy and Karen or Mike and Pete. Have each group take the suggested solutions for the Sandy and Karen or Mike and Pete scenarios and ask the students to evaluate each. If they were one of the characters, which solutions would they choose to implement? Do the solutions they choose meet the criteria for being **specific, realistic, future focused, and balanced**? Ask the students to try to be more specific, like what behaviors would they commit to, to show they are now friends?

4. Ask students to share their solutions. Ask the class to evaluate the solutions for being **specific, realistic, future focused, and balanced**.

6.6

Fishbowl Role-Play

Purpose: To observe and critique resolution of a conflict

Materials: **TRIBE** poster
Role-Play Observation Sheets (Page 16)

Time: 20 minutes

Procedure:

1. Review the material in the introduction on setting up role-plays and using real situations, Pages 11-14.

2. Ask class to come up with a real conflict scenario they have experienced. Then ask for two volunteers to come up to role-play the conflict. The party who is practicing **TRIBE** should be the one who suggested the conflict. Let him describe the situation in detail. The other party should be coached to play the role realistically, but to neither give in nor be impossible. In order to prevent the discussion getting out of hand, you might have them sit in chairs backwards so the backs of the chairs are facing. You will be coaching them as they go through the steps of **TRIBE** while the rest of the class watches and takes notes on their observers' sheets. Have the disputants focus on the "brainstorm and evaluate" part of the model.

2. Make sure that all the students have a copy of the Role-Play Checklist. Tell the class that they will be critiquing the role-play while it is going on and that they will be called upon to discuss the role-play.

3. Repeat the processing done in the first role-play.

The Great American Egg Drop

Purpose: To provide an opportunity to work together cooperatively
To demonstrate that many ways work—there is no right way
To provide an opportunity to look at the fragility of friendships and identify the things that go into nourishing a friendship

Materials: One egg for every three children
12 to 15 straws for every three children
A roll of masking tape
A large plastic bag

Time: 25 minutes

Procedure:

1. Hold up an egg and identify it as representing a friendship between two people. You may want to spend some time brainstorming the things that make friendship fragile and the things that can hurt a friendship.
2. Tell them that in small groups they are going to build a casing, a support system for a friendship. Each group will have some straws and tape to build their support system. We want to build friendships that can survive a big conflict. They are to identify what their straws represent, and build a support system that will survive a drop of four feet. As a school we are trying to build not only individual friendships, but also a sense of the whole school or class surviving through troubled times. So we are going to need at least 75% of the friendships to survive their conflicts.
3. Form groups of three or four. Give each group 4 feet of tape and 12 straws. Have them spread out and build their support systems to survive the conflict.
4. After all of the support systems are built, bring the group back together. Go around and ask each person to identify one thing that helps a friendship survive a conflict. Then (drum roll, please) drop the eggs one at a time on to the plastic bag. Pick up each and identify whether or not it survived. Applaud all efforts, successful or not. After all eggs have been dropped—have people hold up their creations.

Points to Make:

- What do they notice about them? (That they are all different.)
- So which one is "right"? How can more than one be "right"?
- What makes some things right and others not right?
- Are there other places in their lives where there are many ways to do things "right"?

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Seventh Grade Curriculum

Listening for Solutions

Day One: *Introduction and Setting the Stage*
Introduction to Conflict
Overview of **TRIBE**

Day Two: *Tell What's Up With You*
Setting the Stage
All Students
Speaking So Others Can Hear

Day Three: *Reflective Listen Skills*
Building Widgets
Introduction to Reflective Listening
Active Listening Triads

Day Four: ***Role-Play***
Alligator River
First Role-Play

Day Five: ***Finding Solutions***
Identifying What's Important
Brainstorming and Evaluating

Day Six: ***Putting It All Together***
Second Role-Play
Orange Auction

Introduction to Conflict

Purpose: To introduce the concept of Win/Win
To experience the difference between Win/Lose and Win/Win
To broaden one's perspective of how to deal with conflict

Materials: Overhead of the 3 styles of resolving conflict (Page 25)

Time: 30 minutes

Procedure:

1. **Before class**, prepare two students or work with another teacher to stage a conflict at the beginning of class. The content of the conflict doesn't matter as long as it demonstrates two people being angry with each other, yelling at each other, calling each other names, and coming close to a fight. It's important to show neither one getting what they want. One scenario might be:

   A and B were working on a project together. A got a book out of the library for the project and loaned it to B. B is generally disorganized but thinks the book was returned to the library. A has gotten a notice from the library that the book was not returned and the school is threatening appropriate action (withholding report card, going to charge a big fine). A is mad because she is being punished and feels it's B's responsibility. B doesn't like being yelled at, especially in front of the class. B also doesn't think that he has the book.

2. To stage a conflict, have A come in and start yelling at B. Freeze the action just before they start a physical fight.

Ask the class the following questions:
- What would be likely to happen next?
- What does A want? What does B want?
- If they fight ,is either one likely to get what they want? Does it solve the problem of the book?
- Has any of you ever been in a situation that led to a fight or to yelling where the problem didn't get solved?

3. Discussion: They have just seen a confrontational style of handling a conflict. Discuss the problems with this style.

Introduction to Conflict (Continued)

Points to Make:

- In this situation maybe neither one would get what they really wanted. (Which is to not have the library hold them responsible for a missing book.)
- Maybe whomever won the fight would get something. Would it solve the problem of the book? What are the consequences of fighting to the relationship?
- What are other ways to handle conflict? (Avoiding the problem or talking about it calmly, looking for Win/Win.)

Review the three styles of conflict they had in the 6th grade (see Page 22). In this unit we are going to look at ways we can handle our own conflicts so that both people can get what they want or that both people can "win."

4. Pick a student to demonstrate this exercise with you, before having the entire class do this exercise. Stand facing the student and draw an imaginary line between the two of you. Announce that, "My goal is to get her to cross the line. Her goal is to get me to cross the line. The only rule is that we may not touch each other." Ask if there are questions.

5. Ask students to get with a partner and to set up their own line and wait for the signal to begin. Tell them they will have about a minute to try to get their partner to cross the line. The only rule is they may not touch.

6. Watch carefully what happens as this will be the basis for discussion later. Some students will talk to each other a lot and no one will move. Some students may each put one foot on the opposite side of the line. Some students may agree with their partner that both will just cross the line.

Introduction to Conflict (Continued)

7. Ask students to return to their seats and ask the following (or similar questions):

- Go around and ask several what they did. Start with students who did not find a Win/Win solution.
- After talking to one or more who did agree to both just cross the line, ask if others thought of this solution.
- Ask if anyone "lost" with this solution.
- What kept others from doing this? Use whatever they say as the basis for discussing what stops people from coming to Win/Win solutions in more "real" situations.

8. Briefly outline the steps to coming to a Win/Win solution:

- Each must know what they want.
- Each must know what the other one wants.
- Each must try to think of solutions where **both** get what they want.

9. Tell students we'll try a new situation and try to come up with a Win/Win solution. Get a student to demonstrate this with you. Face the student across a desk in the traditional arm wrestling pose. Tell students they are going to pair up in this position and their goal will be to get the other person's knuckles to touch the table as many times as possible in 30 seconds. After each touch, their hands have to return to center.

10. Tell students to pair up and to start at your signal. After 30 seconds, say "stop" and have students return to their seats.

11. If most of the class found Win/Win solutions this time, congratulate them. Have one pair demonstrate the solution and move on. (The Win/Win solution is for each to take a turn getting the other person's knuckles to the desk.) If most of the class still looked for competitive solutions, ask questions similar to those in number 7.

12. Briefly look at conflict in real life. Brainstorm a list of conflicts the students experience and ask them what they think about the possibility of win/win solutions in those conflicts. Tell them this time will be spent on learning ways to get to win/win using communication.

7.1

Introduction to Conflict (Continued)

Points to Make:

- What stops us from looking for a Win/Win solution?
- Only thinking about what we want, not what the other person wants.
- Trying to win and assuming that the other person must have to lose.
- No being clear about what we want.
- The same things that stopped us from finding a Win/Win solution in these exercises, are the same things that stop us in real life. We assume there is no way both people can win. We don't think about what the other person wants, or we don't know what they want, or we aren't clear what we really want.

Give an example of finding a Win/Win to a real conflict. One example:

> There were two women. One was the head of the local Planned Parenthood. The other was the head of the local Right to Life movement. These two women knew each other only from a distance and from their public statements. Each woman spent an enormous amount of her time working against the other one. Each was creating endless work for the other and neither was really getting a lot done. They decided to talk to each other in private. They knew that their organizations and supporters would be opposed to their meeting and talking, so they met for a year without telling anyone. Then, when they had worked out a plan, they told their organizations and shortly thereafter held a press conference.
>
> They decided they didn't want to work against each other, each creating work but really not changing anything. They looked at what they had in common that would further both of their interests. They decided to work on a joint project trying to eliminate teenage pregnancy. This fit both their needs. If fewer teens got pregnant, fewer people would want abortions, eliminating the issue. These two women still had significant differences in philosophy, but came up with a solution that met both of their needs and helped them make progress that both could feel good about.

7.1

Overview of Conflict Resolution Process

Purpose: To introduce the **TRIBE** method of personal conflict resolution

Materials: **TRIBE** Poster
TRIBE Handouts

Time: 15 minutes

Procedure:

1. Pass out the **TRIBE** handouts

Points to Make:
- Explain that **TRIBE** is a method of finding a Win/Win solution when you are in a conflict.
- This is not easy and it is not comfortable.
- Everything we see in the media is about "good guys" and "bad guys". We all think of ourselves as being the "good guys". We hardly ever think we are in the wrong in the middle of a conflict. The good guys always win and the bad guys always lose, so if we are the good guys, we should win.
- Trying **TRIBE** involves thinking about it differently. It involves believing that both people might be good guys. This is hard, but it can be done.

2. Explain each step of **TRIBE** in some detail. (Refer to **TRIBE** section in Introduction, Page 4-10).

3. Tell the students to watch the same conflict they saw in the previous lesson. Tell them that this time you will try to use **TRIBE**, and they are to evaluate how you do.

4. Use the same situation as before. This time A should use **TRIBE**.

Overview of Conflict Resolution Process (Continued)

5. Ask the students to evaluate how you did using the steps.

Points to Make:

- What was the result this time?
- Did the problem with the book get solved or is there a plan in place to solve it?
- Did both people get most of what they wanted?
- Did this settle the dispute?
- These two people were friends before the book was taken out of the library. Which way of dealing with the problem is likely to leave them as friends?

Setting the Stage

Purpose: To help students set the stage for handling conflict
To learn a technique to prepare oneself for dealing appropriately with conflict

Materials: Soothing Music (optional)

Time: 10 minutes

Procedure:

1. Discussion: Refer to Stop and Think (Page 5) and review the following points:

- In conflict, it is not uncommon for each person to think that **she is "right."**
- To prepare ourselves to talk to someone with whom we have a conflict we must remember that **he also thinks he is "right."**
- If we understand that both people think they are right, in order to come to a good solution (one where both people's needs are met) we have to find **out the other person's point of view and tell him our point of view.**
- If we are going to initiate a conversation, we are in control of the situation and we want to **stay in control of ourselves.** We want to set the stage so that it is likely we can arrive at a good solution.
- We need to make sure we have some **privacy.** It is easier to find a good solution in private, where there is less concern about "saving face." In private, we can say what we want without embarrassment and without embarrassing the other person. If we choose a private space, there is no one around encouraging us to start to fight rather than to look for a Win/Win solution.
- We need to make sure we each have enough **time to really talk,** so that we don't have to stop part way through the discussion. Otherwise, we may not have enough time to work through the feelings that come up during the discussion.
- We need to make sure we are individually **calm** enough to talk in a way the other person can hear and we must be ready to really listen to the other person.
- To make sure that we are calm enough we have to **control our anger.** There are several ways to do this. We can:

  a. Get some exercise and work off the excess energy
  b. Talk to a neutral person to vent our anger (being careful to pick a person who will not start rumors or make the situation worse).
  c. Take time by ourselves until we cool off

Setting the Stage (Continued)

2. Try this exercise with students to help them learn to calm themselves (You may want to spend a little time talking about Olympic athletes who prepare by closing their eyes and visualizing themselves going through their event):
    a. Each person needs to get comfortable and close her eyes.
    b. Talk slowly and pause frequently to allow students to fully imagine the following:

Imagine a perfect day and you are in a perfect, beautiful, safe place. Look around at this safe place. Are you inside or outside? What can you see? What do you hear? What do you feel? Notice your breathing. Make sure it is calm and relaxed. Slowly breathe in and out, deep into your stomach.

When the students all look fully relaxed, continue with the following:

Now I want you to remember a conflict that you have had with someone, but I want you to stay in your safe space. It could be a conflict with a friend, your parents, a brother, or a sister. Start thinking of what started this conflict and how you felt about it. Now go back and be in your perfect safe place again. Breathe slowly in and out. Notice the details of your safe space. Let yourself feel calm about this conflict. Imagine yourself going to talk to the person with whom you are in conflict. You are not going to get into a fight or even yell. You are just going to talk to them and see if you can understand their side and help them understand your side. See yourself staying very calm. (long pause) If you start to feel tense, go back to your safe place and pay attention to your breathing.

When you have imagined yourself talking to the other person calmly, go back to your safe place for a minute and then when you are ready, open your eyes.

Setting the Stage (Continued)

3. When most of the class looks ready:

Processing the experience:

- Ask how many students were successful at imagining themselves approaching the other person calmly and really being able to talk calmly and listen well?
- In their imagination, could they believe the other person might also be "right"?
- What was helpful to them in doing this?
- Could they return, in their imagination, to their safe place whenever they needed to?
- It may be helpful to visit their safe place and to pay attention to their breathing whenever they need to talk to someone about a conflict.

7.2

All Students

Purpose: To help students identify some of the stereotypes that currently exist
To help students recognize their own prejudices
To identify stereotypes and prejudice as an underlying cause of conflict

Materials: None

Time: 10 minutes

Procedure:

1. Discuss the concept of stereotypes with students.

Points to Make:

- Stereotypes are descriptions of people based on what someone has heard or seen about a few individuals.
- Stereotypes are generalizations that are not necessarily true about any given individual and may not even be true about the majority.
- It is not fair to judge individuals based on the stereotypes of the groups to which they belong.

2. Ask students to think about the stereotypes that they have heard to describe certain groups of people. An example of a stereotype might be: All old folks are sick.
3. Write the following incomplete sentences on the board and brainstorm the stereotypes for each of the following by finishing the sentences:

All students . . .
All teachers . . .
All girls . . .
All boys . . .

4. Discussion:

- Are these stereotypes true?
- Can you think of people who do not fit the stereotype?
- How might these stereotypes cause conflicts?
- What is harmful about even "positive" stereotypes, such as: All Asian students are good at math? (What happens to the Asian student who is not good at math?)

Speaking So Others Can Hear

Purpose: To identify specific behaviors that make it easier for others to hear us. To practice a way of speaking when we are upset or angry

Materials:
Roadblocks and Openings handouts
Speaking So Others Can Hear scenario
"You" statements handout

Preparation: Prepare two students to act out the scenarios (see Step 4)

Time: 25 minutes

Procedure:

1. Start with a short discussion of why it is important to be able to send clear messages (refer to "Tell" sheet, Page 6 and tell formula, page 29):

Points to Make:

- When we are angry or upset with someone else, it is easy to blame the other person for what has happened.
- It's hard to come to a Win/Win solution if we start blaming the other person.
- Even if we think that someone else is at fault, solving the problem is more likely if we present the problem in a way that is easy to hear.
- When we approach someone, it's important to realize that we are in control of the situation, and if we want to stay in control of the situation, we have to control ourselves.
- Recognize that staying in control of ourselves when angry is not easy or comfortable. It takes hard work, but with practice it gets easier.

2. Distribute the handouts "Roadblocks to Communication" and "Openings to Communication" and go over them briefly.

3. Ask the students to watch the following two skits carefully. Ask them to pay close attention to what is different about the two scenes and which one would be easier for them if they were Bob. Ask them to use the handouts you have given them to identify any **roadblocks** to communication or **openings** to communication that they hear. They may want to make some notes of the exact words.

Speaking So Others Can Hear (Continued)

4. Have two students act out the "Speaking So Others Can Hear scenario," Page 86. As these are read aloud, have students note differences between the two approaches.

5. Discussion:

- Which skit is more likely to end with Marie and Bob being friends? Why?
- What specifically did Marie do differently the second time?
- How was Bob's reaction different? Why?
- What might happen next in Skit 1?
- What might happen next in Skit 2?
- If Marie doesn't want Bob to talk to other people about her, which approach is more likely to make that happen?
- What specific roadblocks and openings did people identify as they listened?

6. Discuss the characteristics of statements that are easier to hear (Refer to the sheet on Tell, page 6):

Points to Make:

- Each person talks about how they have experienced the problem, rather than blaming the other person.
- Tone of voice is more than half of what is communicated. The calmer you can sound the easier it is to hear.
- Don't assume you know what the other person is feeling or why they did what they did. Speak for yourself. **Let the other person speak for themselves.**
- Sometimes the formula is helpful (see Page 29):

7. With the whole group, demonstrate changing two or three "you" statements to statements that are easier to hear. (You can use the first two or three on the handout).

Note to teachers:

Some students resist the "Tell" formula. You can offer these alternatives:

- "I feel (emotion), when (description of situation)."
- Or "It makes me (emotion), when (description of situation)."

Speaking So Others Can Hear (Continued)

(8, 9, and 10 can be given as homework if you are short on time.)

8. Have students in pairs complete the "You statement" handout and then go around and share statements that are easier to hear.

9. Ask students to think of a time they were upset with someone else and it would have been helpful to speak in a way that the other person could hear it.

10. Have each student think of a good "I" message for that situation and write it down. Go around the room and ask those who are willing to share their statement. Ask the other students if they think each statement would be relatively easy to hear if they were the other person. If some statements are not easy to hear, brainstorm two or three alternatives. If this is done as homework, it can be the process to begin the next day.

Ten Roadblocks to Communication

NAME CALLING:
You're a liar.

GENERALIZING:
You always spread gossip. You never tell the truth.

ORDERING:
You have to tell the teacher you were just spreading rumors about me.

THREATENING:
If you don't apologize, I'm going to get you after school. You had better tell people you lied.

PREACHING:
It's your duty to tell John you lied. You should tell people that you didn't know what you were talking about.

INTERPRETING, ANALYZING
You're just jealous because I'm more popular than you.

LECTURING, GIVING FACTS
Do you realize that rumors cause lots of problems at this school.

MORALIZING
I was taught not to lie or cheat. I believe in being nice to others.

ADVISING, GIVING SOLUTIONS
If I were you I would just mind my own business.

JUDGING
I'm disappointed in you. I thought you were an honest person.

Ten Openings to Communication

SAYING HOW YOU FEEL:
This really upsets me.

SAY SOMETHING POSITIVE:
You're really good at basketball.

ASKING FOR MORE INFORMATION:
I'm confused about what happened, could you explain a little more about how you saw it?

CONFIRM THE OTHER PERSON'S FEELINGS:
This is really important to you.

ASKING FOR WHAT YOU WANT:
In the future could you check with me when you hear a rumor about me.

TELLING HOW THE SITUATION AFFECTS YOU:
I was really hurt when you wouldn't help me, now I'm not sure I can count on you.

SHOW UNDERSTANDING OF THE OTHER PERSON:
In that situation, I guess I'd feel that way too. Now I can see why you were so mad.

ADMIT THE IMPORTANCE OF SOLVING THIS:
If we can settle this, neither of us has to go to ISS.

ACKNOWLEDGING HOW IMPORTANT THE SITUATION OR FRIENDSHIP IS:
Our friendship is important to me.

CHECKING OUT ASSUMPTIONS:
When I saw you dancing with Tom, I assumed you wanted to date him. Is that true?

Speaking So Others Can Hear Scenario

Skit 1:

Marie: Bob, you're a lousy friend! You're always spreading gossip. You just can't keep things to yourself. I told you that I was mad at John but I never expected that you would go blab to him about it. John is really mad at me now! You're really a blabbermouth. I'll never tell you anything again.

Bob: Why don't you just shut up? Who cares what you think anyhow? I was just trying to make things better between you. You don't appreciate anything. No wonder John is mad at you. You're not worth having for a friend.

Skit 2:

Marie: Bob, I was really angry when John told me that you had talked to him about my feelings. I am hurt that you told him about it! I thought that was just between us. I want to be your friend but I feel like I can't trust you right now and it's hard for me to spend time with you.

Bob: Gee, Marie, I didn't realize that what you told me was confidential. I thought talking to John might make things better. I was trying to help, but see now that it backfired. Your friendship is important to me, and I feel bad that you can't trust me now. Can we try to work out a way to still be friends?

"YOU" Statements

Think about the way you like to be talked to. Change the following Blame Statements or "YOU" Statements to statements that are easier to hear.

Bill, you are an irresponsible rat. You lost my ball and you better pay for it.

Kim, you're really stupid. Why do you have to ask so many questions in math class? Why don't you just shut up?

Hey, let me see those shoes. I had shoes just like that stolen from my locker last week. Those are my shoes, you thief! You better give them to me.

George, you have a big mouth. You've been spreading rumors about my sister and you better stop it, or I'm going to get you.

What are you getting so upset about? Just take a chill pill. You have no reason to be mad at me.

Why are you such a slob? You always keep our locker so messy. No wonder you can't get good grades.

Boy, Rachel, you're just a little thief. I never would have stolen those earrings. If you get caught, I'm not taking the blame. I'll make sure they know it was all your fault.

7.2

ANSWER SHEET

"YOU" Statements

Think about the way you like to be talked to. Change the following Blame Statements or "YOU" Statements to statements that are easier to hear.

Bill, **you** are an irresponsible rat. **You** lost my ball and you better pay for it.
I'm really upset about my ball getting lost. I need to practice for the basketball game. If we can't find it today, I'd like you to replace my ball.

Kim **you**'re really stupid. Why do **you** have to ask so many questions in math class? Why don't **you** just shut up?
You know Kim, the teacher gives us time at the end of class to do our homework—if there aren't too many questions. I really want to get my homework done in class, so maybe you could use the homework time to ask some of your questions privately so I can get my homework done.

Hey, let me see those shoes. I had shoes just like that stolen from my locker last week. Those are my shoes, **you** thief! **You** better give them to me.
Hey, can I see those shoes. I had shoes just like that stolen from my locker last week. Those are my shoes! You're my friend and I know you wouldn't have taken them. Tell me about how you got them. Will you help me get to the bottom of this?

George, **you** have a big mouth. **You**'ve been spreading rumors about my sister and **you** better stop it, or I'm going to get **you**.
I've heard a lot of rumors about my sister lately, and the guys say you're the one who told them. I know she hurt you, but I don't like hearing rumors about my sister. Tell me what you know about these rumors.

What are **you** getting so upset about? Just take a chill pill. **You** have no reason to be mad at me.
This must be really important to you. I didn't realize that. Explain to me more about what happened.

Why are **you** such a slob? **You** always keep our locker so messy. No wonder **you** can't get good grades.
It's hard for me to find stuff in our locker. Is there some way we could keep it neater?

Boy, Rachel, **you**'re just a little thief. I never would have stolen those earrings. If **you** get caught, I'm not taking the blame. I'll make sure they know it was all **your** fault.
Rachel, I'm worried that if you get caught shoplifting when we're together, that I will also get in trouble. I also don't want to see you get in trouble. I want to be friends, but I can't hang out with you if you shoplift.

Building Widgets

Purpose: To demonstrate the importance of summarizing and restating what another person says
To demonstrate the distortions that occur in transmitting information
To demonstrate why rumors around school are not necessarily true
To identify good listening behaviors

Materials: One box of Tinker Toys
Observation Handouts (Page 90)

Time: 20 minutes

Procedure:

1. **Before class**, build a simple "widget" (any simple shape will do) out of tinker toys (straws, string, toothpicks or other building materials can be substituted). Make sure that there are duplicates of each piece used still remaining in the box of Tinker Toys. Put the widget out of sight. A desk drawer or closet can be used.

2. Explain to students that we are going to look at what happens when communication is passed from person to person. We will identify clear communication behaviors and see what happens when communication is not clear.

3. Ask for 4 volunteer students. Have the volunteers number off one through four. Explain that you have built a "widget" that you will show to number one and it will be number four's job to built an exact replica of the widget. One will only be able to talk to two, two will only be able to talk to three, etc. Each person needs to do their best to communicate how to build the widget so that all can be successful. All of the student volunteers must leave the room.

Building Widgets (Continued)

4. Pass out the observation forms.

Points to Make:

- The role of the rest of the class will be to observe carefully and note how things are distorted, which communication methods are most effective and which ones don't work.
- The role of the class is to watch and make notes, not to help transmit the message.
- Laughter at mistakes is a type of feedback and will change the transmission of the message. Since they want to watch what works and what doesn't, it is important that they not give any feedback to the volunteers.

5. Have student number one come in. Show the class and number one "the widget." The class can make notes but number one cannot. Explain to number one that she needs to study the "widget" and be prepared to describe it in detail to the next person. When number one is ready, hide the "widget" and bring in number two. In front of the class, have number one tell number two how to build the widget. *Number two can ask questions and repeat back what is said.* When they feel ready have number one sit down and number three come in. Number one must now remain quiet. Have number two tell number three how to build the widget. *Number three may repeat back, what is said but cannot ask questions.* Number two can clarify if number three repeats back incorrectly. When they are ready, have number two sit down and have number four come in. *Number four cannot repeat back or ask questions.* When number four has received the message, number three sits down and number four is given box of materials and builds the widget in front of the class.

6. Thank all the volunteers and point out that each person was trying to relay the message faithfully. This isn't about blame, it's about learning what works and what doesn't.

7. Bring out the original "widget" and compare it to the final "widget." There will be some similarities and some differences.

Building Widgets (Continued)

Discussion:

- Which communication behaviors worked well, what didn't work well? Have the class share some of their observations.
- Did people who repeated the direction back have fewer mistakes? (Those who restated what the previous person said got more correct than those who didn't.) Why is it important to restate, or check out what the other person is saying?
- Do we sometimes think we know what someone else means, and therefore don't check it out and later find out we were wrong?
- How is this exercise like rumors that go around the school?
- Even if some of the final version is exactly like the original, some of it isn't. When you hear a rumor can you tell what parts are true and what parts aren't? What is the best way to check out a rumor?

7.3

Building Widgets Observation Form

Volunteer	Repeated Back	Additions	Deletions	Changes
#1				
#2				
#3				
#4				

Introduction to Reflective Listening

Purpose: To identify good listening skills

Materials: None

Time: 10 minutes

Procedure:

1. Ask a student to demonstrate this with you. Tell the class that the student is going to tell you about (any topic). The class is going to watch to see if the student feels listened to.

2. Have the student start talking to you. **Act bored, move around, cross your arms, tap your foot, don't look at them, pick up materials and flip through them, etc.** After a minute or two, ask the students if you were doing a good job of listening. If they say no, have them tell you what you could do better. Write the list on the board. Accept all ideas.

3. Have the student start over and do whatever the class told you to do, but **interrupt, change the subject, start talking about yourself, ask irrelevant questions, etc.** After a minute or two, ask the class again how you did and what you could do better. Add these to the list on the board.

4. Once again have the student start talking to you and do what the class has told you to do. This time **act attentive and reflect back what the student is saying, sometimes getting it wrong or being somewhat judgmental** about what they are saying. Statements like "why would you do that" or "I know a better way" will help the class identify the what you're doing wrong. After a minute or two, get feedback from the class on what you did well and what needs to be improved. Write improvements on the board. You may need to ask them if some of your statements helped the student to talk or if it would have had the effect of stopping communication even though you were listening.

5. Have the student start talking and this time demonstrate good reflective listening skills. It's important to **look and act attentive, to ask good clarifying, non judgmental-mental questions, and to periodically summarize what is being said, both content and feelings.**

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Reflective Listening Triads

Purpose: To practice active listening skills
To practice giving and receiving feedback

Materials: Observers Handout
Reflective Listening Techniques

Time: 15 minutes

Procedure:

1. Hand out observer sheets. Tell the students that they are going to do an exercise where they will practice being excellent listeners. When they are the listener, they want the speaker to really feel that they are being listened to. Part of the job of the listener is to encourage the speaker to talk. Explain that there will be an observer in each group. The role of the observer is to help the listener by giving them clear and helpful feedback at the end. The role of the observer is to help the listener get better by telling them what they did well and by giving them one or, at most, two ways they might improve.

2. Divide the class into groups of three. Have them get into their groups and designate one person as the listener, one person as the speaker, and one person as the observer. The observer is to record his observations on the observation sheet. When the teacher indicates, the speaker will have three minutes to talk about someone they admire.

3. Have them start and at the end of three minutes tell them to stop. Have the observer ask the listener ask the speaker the questions on the observation sheet. Then have the observer tell the listener good things they noticed and one thing they might work on. Remind the observer to speak in a way that is easy to hear.

4. Rotate so that the speaker becomes the observer and the listener becomes the speaker and the observer becomes the listener.

5. Rotate again and repeat #3.

6. Briefly share what students have learned and any questions they may have.

Observation Sheet for Reflective Listening Triads

Name of observer:____________ Names of listener and speaker:__________________

Checklist:

Listener:

Looked attentively at the speaker

Listened without interrupting

Used nonverbal encouragement
(nodding, facial cues)

Leaned toward speaker

Open posture

Summarized accurately what was said

Added feeling words to summary

Asked non judgmental questions

When time is called, lead a discussion:

Ask the speaker:

What did the listener do that encouraged you to talk more?
Did the listener do anything that discouraged you from talking?
Did you feel that the listener was really listening to you? How did that feel?
What did the listener do that was especially helpful?

Ask the Listener;

What made it difficult or easy for you to listen?
What active listening techniques would you like to practice more?
What other behaviors were helpful?

As the observer, you can now add your comments:
What one thing could listener do differently to be a better listener?

Alligator River

Purpose: To practice active listening skills in a way that mirrors how they must be used in real situations

Materials: One Alligator River Handout for each student
Paper and pencils

Time: 15 minutes

Note to the teacher: This is a **listening activity**. It is not important who the students pick as least admirable, it is important that they **practice listening** to each other's points of view.

Procedure:

1. Explain that you will be handing out a scenario that describes the behavior of several people, none of whom are particularly admirable. Individually each person will be asked to rank order the people from most admirable to least admirable.
2. Hand out the scenario and give each person a few minutes to read and rank the people in the story.
3. Ask people to get in groups of four or five. The goal now is for each group to come to agreement about which character is the least admirable person in this story. Members of the group are to share their reasons for their individual rankings and to discuss ways to come to an agreement about who is the least admirable person. *Voting is not permitted.* **Before anyone can speak, they must summarize what the person before them has said.**

   Emphasize that it is not necessary to repeat every word the person has said, just to make sure the student repeated the main idea and feelings. You might want to have one person in each group act as the facilitator. The facilitator's job is to make sure that each student summarizes before giving the student's own opinion.
4. After about 7 minutes in small groups, discuss the following:
   - How did it feel to have your opinion and feelings restated?
   - How did it feel to restate others' opinions and feeling?
   - In what ways did it help to restate others' opinions and feelings?
   - When might it be really important to restate others' opinions and feelings?
   - What was difficult about this exercise for you?

100

Alligator River Scenario

Once upon a time there was a woman named Abigail who was in love with a man named Gregory. Gregory lived on the shore of a river. Abigail lived on the opposite shore of the river. The river that separated them was teeming with hungry alligators. Abigail wanted to cross the river to be with Gregory, but unfortunately, the bridge had been washed out. She went to ask Sinbad, a riverboat captain, to take her across. He said he would be glad to, if she would steal something from the riverboat company for him. She promptly refused and went to a friend named Ivan to explain her plight. Ivan did not want to be involved in the situation. Abigail felt her only alternative was to accept Sinbad's terms. Sinbad fulfilled his promise and delivered her into Gregory's arms.

When Abigail told Gregory about stealing for Sinbad in order to cross the river, Gregory was appalled and cast her aside with disdain. Heartsick and dejected, Abigail turned to John with her tale of woe. John, feeling compassion for Abigail, sought out Gregory and beat him brutally. Abigail was overjoyed at the sight of Gregory getting his due. As the sun sets on the horizon, we hear Abigail laughing at Gregory.

Adapted from Values Clarification, by Sidney Simon, Leland How and Howard Kirschenbaum.

7.4

First Role-Play

Purpose: To practice putting together the first steps of **TRIBE**

Materials: Role-Play Handout —one for every two students
Demo Role-Play and a willing accomplice
Observation Sheet for Role-Plays (see Page 16)

Time: 30 minutes

Procedure:

1. Explain to the students that they are going to practice putting together everything they have learned so far. You are going to demonstrate what you want them to do. Refer to the section on setting up role-plays (p. 12).

2. Set up the demonstration. Tell the students that they are to act as observers and to pay attention to how well you use the **TRIBE** steps. Have a student or another teacher play the role of the person who has not been trained to use **TRIBE**. Coach this person ahead of time to provide some challenge, but not to be outrageous. Demonstrate through Stop, Tell and Reflect.

3. Ask students for feedback on how well you did using the steps TR.
   - What things did you do well?
   - What is one thing you might have done better?
   - Take questions before the students practice a role-play going through R.

4. Refer to the section on setting up role-plays in the introduction. Put students into groups of three and have them agree on who will be the first **TRIBE** user, the first observer, and the first disputant. The roles will rotate like they did in the Active Listening Triads. After each role-play, have the observer give feedback and fill in the observer sheet before moving to the next role-play.

First Role-Play (Continued)

Teacher's Notes:

- There are three role-plays so that each person gets an opportunity to be the person who owns the problem and is practicing **TRIBE**.
- The observers have a sheet with points to notice so that they can give good feedback. They also have an outline on how to give feedback.
- The speakers and listeners should be coached on only going through the first steps: setting the stage, speaking so I can be heard, and reflectively listening.
- Each round will consist of a total of about seven minutes: two to set up, three to play the roles and two to get feedback from the observers. You will need to circulate to troubleshoot and make sure students are on task and on time. Keep them on schedule.

5. In a large group, point out your observations of what students did well and any points to remember. Ask if they have questions about the process.

Demonstration

Lee:	You will use **TRIBE**. You were working on a science project with Chris. You feel that Chris has not done a fair share of the project and are concerned because the two of you will get one grade regardless of who did the most work. You have talked to a friend's mother who is a weather forecaster about how to set up a weather station and have brought in a lot of the materials. You have started to build a barometer, a humidity gauge, and other weather instruments. It looks to you like Chris really hasn't helped at all. In the next two weeks they have to finish the project, make an oral report to the class, and turn in a paper on it.
Chris:	You have gone to the library to research what different weather instruments do and what various weather readings mean. You now understand that a low barometric reading means weather is changing and rain is likely and other such details of what various readings mean. You also understand a lot about what weather forecasters do and how they predict the weather. You feel like you've been working hard on the project and believes Lee has been doing all the fun building stuff while you've been doing all of the tough research. There's only two weeks left until they'll have to hand in a paper and do an oral report in front of the class. You're nervous about looking stupid in front of the class if Lee doesn't start doing some research too.

First Role-Play

Pat:	You were making a presentation in art class yesterday and Jim was in the back laughing with his friends. You are sure Jim was laughing at you, your art work, and your clothes. Earlier in class, he was making fun of your clothes and the teacher told him to cut it out. You were very embarrassed about the whole thing and want to talk to Jim about it. You will be using **TRIBE**.
Jim:	You cut up all the time. It's no big deal. In fact one of the ways you try to make friends with people is to make fun of them, just like Pat does with his/her friends. You had no idea Pat was upset until this conversation. Actually during the presentation, you were laughing at a joke that had nothing to do with Pat.

Role-Play Scenarios (Continued)

Kim:	You and Robin have been best friends for several years. Recently you haven't seen much of each other because you have been baby-sitting for your sister a lot. Whenever you have had time to spend with Robin, s/he has already made plans. S/he's not a real friend anymore. A couple of days ago Kim saw Robin hanging out with Lisa and felt very left out. Lisa's a new kid at school, and you don't really know her, but you don't think that you would like her. You will be using **TRIBE**.
Robin:	You agree that Kim is an old friend, but lately Kim hasn't had any time for you. Lisa is new at school and is really fun to be with. You started hanging out with Lisa because you felt like Kim didn't have time for you anymore. You think that Kim and Lisa could be friends if Kim would be fair and give Lisa a chance. Besides it's not fair if you just have to wait around all the time for Kim.

******

Tim and Johnnie 's Mom said she'd take them somewhere special this weekend for getting good report cards, but only if they can agree on where.

Tim:	You think that you and your brother Johnnie should go to whitewater rafting because they can be outside, and it will be really exciting, and neither of you has ever been rafting. Your mom will let them each take a friend, and it will be fun to do something together. Besides you have gotten two good report cards and Johnnie has only gotten one, so you feel it should be your choice where they go. You will be using **TRIBE**.
Johnnie:	You tend to get car sick on long rides so you want to do something in town. It won't be any fun if you are sick the whole way. You think they should go play videos because your friends hang out there, and there are lots of different video games so each of you can play whatever you like. You believe that since you are the oldest, you should get to decide.

7.5

Identify What's Important

Purpose: To help students focus on commonalities rather than differences
To identify the main concerns of each person
To identify a positive and appropriate brainstorming question

Materials: What's Important handout (Page 102-103)

Time: 20 minutes

Procedure:

1. Set up the backboard in three columns and label them:

What Each Says	What Each Really Needs	Brainstorm Question

2. **Explain that after each person has talked and been heard, it is important to narrow down all that has been said to what's really important to each of you. What is the main concern of each of you or what needs have each expressed. Before brainstorming can start, a question has to be formed that includes the concerns of each person. The brainstorming question should include the needs of both people.**

3. **Discuss the examples from the demonstration and the role-plays. The chart on the board might look like the examples on the next two pages:**

4. **After doing four examples with the class, ask students to work the handout in pairs.**

5. In a large group, ask which examples made it hardest to construct a good brainstorm question, or to identify the real needs. Go over those with the whole class.

What's Important Handout

Bill:	I was shooting hoops with Cleveland last Saturday. We were using my ball. I had to go to leave and go to the doctor's at 11:00 a.m. Cleveland asked to borrow my ball and promised he would take care of it. Now it's gone and he should pay for it!
Cleveland:	I borrowed Bill's ball. After Bill left, other kids from school showed up and wanted to play ball. I had to go home, but they promised they would bring me the ball later that afternoon. They never showed up. It's not my fault. Those other kids should pay.

Bill's Main Concern:

Cleveland's Main Concern:

Commonality:

Brainstorming Question:

#######

Jim:	Look at these cool shoes I got from Ladarrel. I bought them for just $25. Boy are they bad!
Philip:	Hey, let me see those shoes. I had shoes just like that stolen from my locker last week. Those are my shoes, you thief! You better give them to me.
Jim:	What do you mean, they're yours? I just paid good money for them.

Jim's Main Concern:

Philip's Main Concern:

Commonality:

Brainstorming Question:

What's Important Handout (Continued)

Molly: How can you date Bob after what he did to my sister? He really treated her badly. You'll be sorry. I can't hang out with you if you're going to be with someone who pushes drugs.

Ann: I really love Bob, and he's really good to me. If you were really my friend, you'd be happy for me. I'm not involved with his drugs.

Molly's Main Concern:

Ann's Main Concern:

Commonality:

Brainstorming Question:

#######

George: Hey, if Lane wants to fight, I'll fight. I don't know why he's saying he wants to fight me anyway. I put out the cigarette when he told me.

Lane: You got me in trouble for smoking. My parents could smell it when they came home, and I wasn't even smoking. I'm always telling you not to smoke in my house. Now I have to go to some stupid class at the health department after school.

George's Main Concern:

Lane's Main Concern:

Commonality:

Brainstorming Question:

#######

Teacher: Your paper has to be in on Friday because I need the weekend to read it. I assigned it for that date so I would be able to have it graded in time to include in the end of term grade.

Student: I can't get it to you until Monday because I am in the school's play, and I have to rehearse every afternoon after school. I can work on it over the weekend. Besides, you can make an exception for just one student.

Teacher's Main Concern:

Student's Main Concern:

Commonality:

Brainstorming Question:

Suggested Answer Sheet

What's Important Handout (Continued)

Bill: I was shooting hoops with Cleveland last Saturday. We were using my ball. I had to go to leave and go to the doctor's at 11:00 a.m. Cleveland asked to borrow my ball and promised he would take care of it. Now it's gone and he should pay for it!

Cleveland: I borrowed Bill's ball. After Bill left, other kids from school showed up and wanted to play ball. I had to go home, but they promised they would bring me the ball later that afternoon. They never showed up. It's not my fault. Those other kids should pay.

Bill's Main Concern: *To have his ball returned or replaced.*
Cleveland's Main Concern: *To have a solution that is fair and acknowledges the responsibility of the others.*
Commonality: *Both like basketball, both are trusting and willing to loan things.*
Brainstorming Question: *What are all the ways Bill could get a ball that would be fair to both of them?*

#######

Jim: Look at these cool shoes I got from Ladarrel. I bought them for just $25. Boy are they bad.

Philip: Hey, let me see those shoes. I had shoes just like that stolen from my locker last week. Those are my shoes, you thief! You better give them to me.

Jim: What do you mean, they're yours? I just paid good money for them.

Jim's Main Concern: *That he not lose his $25.*
Philip's Main Concern: *That his stolen shoes be returned.*
Commonality: *Both like the same shoes. Probably they are friends. (That's why Jim is showing Philip his new shoes.)*
Brainstorming Question: *What are all the ways we can imagine to deal with these shoes?*

Suggested Answer Sheet

What's Important Handout (Continued)

Molly: How can you date Bob after what he did to my sister? He really treated her badly. You'll be sorry. I can't hang out with you if you're going to be with someone who pushes drugs.

Ann: I really love Bob, and he's really good to me. If you were really my friend, you'd be happy for me. I'm not involved with his drugs.

Molly's Main Concern: *Bob will hurt Ann and might be a bad influence on both Ann and Molly.*
Ann's Main Concern: *That Molly and Ann continue to be friends, and that Molly respects her decisions.*
Commonality: *They are friends, and neither believe in doing drugs.*
Brainstorming Question: *What are all the ways Molly and Ann can continue to be friends and be sure that Bob's drug use does not influence them or their friendship?*

George: Hey, if Lane wants to fight, I'll fight. I don't know why he's saying he wants to fight me anyway. I put out the cigarette when he told me.

Lane: You got me in trouble for smoking. My parents could smell it when they came home, and I wasn't even smoking. I'm always telling you not to smoke in my house. Now I have to go to some stupid class at the health department after school.

George's Main Concern: *To understand the problem and to have Lane understand him.*
Lane's Main Concern: *To have his parents understand that he wasn't smoking and to not be punished for something he didn't do.*
Commonality: *They are friends.*
Brainstorming Question: *What are all the ways George and Lane can deal with the problem of Lane being in trouble for something he didn't do?*

Suggested Answer Sheet

What's Important Handout (Continued)

Teacher: Your paper has to be in on Friday because I need the weekend to read it. I assigned it for that date so I would be able to have it graded in time to include in the end of term grade.

Student: I can't get it to you until Monday because I am in the school's play, and I have to rehearse every afternoon after school. I can work on it over the weekend. Besides, you can make an exception for just one student.

Teacher's Main Concern: *Having enough time to grade the papers before the end of the grading period.*

Student's Main Concern: *Having enough time to finish the paper while being in the school play.*

Commonality: *Having enough time to do what they need to do.*

Brainstorming Question: *What are all the ways that the student could have enough time to do the paper and the teacher could have enough time to grade it before the end of the term?*

7.5

Brainstorming and Evaluating

Purpose: To learn the rules of brainstorming
To practice setting up a brainstorm
To practice choosing a solution and committing to it

Materials: Brainstorming Possible Solutions overhead (Page 9)
Evaluating Solutions that Work for Both overhead (Page 10)
Flip chart or newsprint

Time: 25 minutes

Procedure:

1. Explain to students that the idea behind brainstorming is to get as many ideas as possible. At this point we are not concerned with how useful each idea is, only in getting as many as possible so that later we have lots to choose from. One idea may not be particularly useful except that it may help someone else think of a great idea.

2. Explain the rules of brainstorming:

- All ideas are accepted and not criticized or judged.
- Both people are encouraged to contribute ideas.
- Try to get as many ideas as possible. The longer the list of ideas, the better.
- Build on ideas of the other person. Piggyback.
- Write down every idea, because each one counts!

3. Have students pair up and brainstorm the advantages of coming to an agreement through TRIBE rather than fighting.

4. Let's look back at the demonstration with Lee and Chris and the weather station science project. Have students get in groups of four. Have one student pretend to be Lee and lead a brainstorming session on all the possible ways that Lee and Chris could move ahead with their science project.

5. Process with the class:

- What was hard about leading a brainstorming session?
- What wo[illegible] out well?
- Share so[illegible] your group's most creative ideas.
- Are there [illegible] questions?

Brainstorming and Evaluating (Continued)

6. Now we want to evaluate the solutions and choose one (or more) to agree to. Review "Evaluate Solutions That Work for Both" (Page 10) with students.

7. Look back at the list brainstormed for Lee and Chris's science project. Which solutions do they believe would:

    - Solve the problem
    - Be fair to both Lee and Chris
    - Be realistic and doable
    - Be future focused

    Cross off any solutions that don't meet the above criteria. Ask students which of the ideas that are left they think would work best? When the class has agreed on a plan check back to make sure that it is future focused, realistic, specific, balanced, and that it solves the problem. Ask the students "If you were Chris or Lee, would you agree to this plan?"

8. Sometimes it may be helpful to have the agreement written down. Write this agreement down as an example. Make sure that it is in balanced language.

9. Have students work in pairs, each person acting as one of the two people in the Kim/Robin role-play. Have them brainstorm solutions and then evaluate each solution and choose one they will commit to. Have them write their agreements on Flip chart paper.

10. Hang the agreements around the room and briefly evaluate if each meets the criteria of being future focused, realistic, specific and balanced, and it solves the problem.

Second Role-Play

Purpose: To put the entire **TRIBE** process together

Materials: Observation Sheet, (Page 16)
TRIBE Poster

Time: 15 minutes

Procedure:

1. Look over section on setting up role-plays and using real situations (Pages 11-14).

2. Ask students to brainstorm real situations when using **TRIBE** would have helped. Choose one situation, and ask the student if they are willing to act it out. Choose another student to act as the other person in the conflict.

3. Pass out the Observation Handout for Role-Plays (Page 16). Tell the class they will all be acting as observers. Have the poster of **TRIBE** up where the entire class can see it.

4. Have these two students act out the scene in front of the class. You can coach them if necessary.

5. After the role-play, ask the actors what went well and what they would like to do differently.

6. Ask the class to share their observations, focusing mostly on what was done well.

Orange Auction

Purpose:
To experience the negatives of competition
To experience the positives of cooperation
To experience that Win/Win solutions are possible
To show the difference between interests and positions
To put **TRIBE** to use in a new situation

Materials:
Team instructions
10 oranges
Blackboard or flip chart

Time: 30 minutes

Procedure:

> Teacher's Note:
>
> If the class does not understand how companies make profits, you should explain that companies invest money in raw materials but that they make their profit from selling the finished product. In the following exercise they will have a specific amount of money to invest in raw materials, their profit is only made if they have enough raw materials to make their finished product.

1. Divide the class into three groups. Situate the groups so that they can talk without easily being overheard by the other groups.

2. Give each group different written instructions. There are written instructions for the Smith Company, the Jones Company, and the Thompson Company.

3. Indicate that you will be auctioning off ten oranges today. Answer questions and encourage each group to work up a strategy for when the auction begins.

4. Start auctioning off the oranges one at a time, selling them to the highest bidder. Record on the blackboard how much each company owes the auctioneer. If you are asked questions about whether or not the groups can talk to each other—shrug and say that you are just the auctioneer.

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Orange Auction (Continued)

5. After the fifth orange has been auctioned, there should be sufficient anxiety in the room about making a profit. Take a short (five minutes or less) break in the auction for companies to rework their strategy. Watch carefully what happens, as this is generally the critical point to talk about at the end of the activity. If nothing much is happening, remind the class that they are to use **TRIBE** when they have a conflict.

6. Resume the auction and auction off the rest of the oranges one at a time. If it is obvious that the companies are working together, you can save time by auctioning off several oranges together.

7. Process the experience:

If the companies did not work together:

a. Ask each company to say how many oranges they needed to make a profit, and how many oranges they have. If they don't have enough, announce that they are out of business.
b. Ask each company what finished product their company made. If they are still missing the point, ask each company what part of the orange they needed.
c. Ask about what stopped them from working with the other companies. What assumptions did they make? How did those assumptions stop them from "winning" or getting what they wanted? Do they make the same assumptions in other kinds of conflict situations?

If the companies did work together:

a. Make sure everyone knows what each company was making. Frequently a few people worked out a solution and some people don't understand what happened.
b. Ask about how they decided to work together. Did some people want to and others not want to? How did the various companies deal with issues of trust? How did they come up with a solution? Was it satisfactory to all companies?
c. What worked against finding a solution for all companies? Are these things factors in conflicts in everyday life? How did they deal with them in the auction? What are ways of dealing with them in real conflicts?

8. In closing, ask each person something they learned from this exercise that they want to remember next time they have a conflict with someone.

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Team Instructions for Orange Auction

You are the Jones Company. You make orange potpourri. You need to buy at least 7 oranges at the upcoming auction to make enough orange potpourri to sell for a profit. This is the only place to buy oranges. You will have $1.00 to spend on oranges. Your goal is to maximize your profits as a company. You have five minutes to plan a strategy with your company to get at least 7 oranges for the minimum price at upcoming auction.

You are the Thompson Company. You grow oranges. You need to buy at least 7 oranges at the upcoming auction to have enough seeds to sell trees for a profit. This is the only place to buy oranges. Your goal is to maximize your profits as a company. You will have $1.00 to spend on oranges. You have the next 5 minutes to work out a strategy with your company to use at the upcoming auction.

You are the Smith Company. You make orange juice. You need to buy at least 7 oranges at the upcoming auction to make enough orange juice to sell for a profit. This is the only place to buy oranges. You will have $1.00 to spend on oranges. Your goal is to maximize your profits as a company. You have the next 5 minutes to work out a strategy with your company to use at the upcoming auction.

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Eighth Grade Curriculum

Speaking So Others Can Hear

Day One: *Introduction to TRIBE and Conflict Resolution*
Realizing the Need and Setting Goals
Conflict Styles
Reviewing the TRIBE Model
Stop and Think: Anger Management

Day Two: *Speaking So Others Can Hear*
TRIBE Telling Triad
Checking Assumptions and Giving Appreciation

Day Three: *Reflective Listen Skills*
Reflective Listening Skills
Gem Mine

Day Four: *Role-Plays*
Demonstration
Role-Play Practice

Day Five: *Identifying What's Important*
Hidden Agendas
Identifying What's Important
Brainstorming
Evaluating Solutions

Day Six: *Putting It All Together*
Fishbowl Role-Play
Collaborative Fun

Realizing the Need and Setting Goals

Purpose: To demonstrate to students the need for conflict resolution skills
To have students generate individual conflict resolution goals

Materials: Videotape "Kids Killing Kids–Kids Saving Kids" (available on free loan from Blockbuster Video Stores). It is suggested you preview the tape. You may substitute a news story in which someone attempts to solve a problem with force and makes matters worse.
Conflict Goals Questionnaire

Time: 10 minutes

Procedure:

1. Cue up the videotape to the beginning of the first or fourth story of the "Kids Killing Kids" segment. or prepare an alternate tape or presentation)

2. Show the story through both violent and non-violent endings. (If you are using an alternate tape or news story have students suggest alternative nonviolent outcomes.)

3. Ask your students what the protagonist's original problem was. His attempt to solve it with violence got him into worse trouble. What problems resulted from the use of a weapon? What might he have done to solve his original problem successfully without violence? Do students know of situations where people got into worse trouble by trying to solve their problems by fighting? Allow students to tell their stories.

4. Ask students how many thought of apology as an alternative to violence? Was it more successful in getting the protagonist's needs met? Does apologizing take courage? Why? (This may lead to a discussion of "saving face," not wanting to appear to be the one in the wrong, not wanting to appear weak or vulnerable or lose status.)

Homework: Conflict Goals Questionnaire

8.1
HANDOUT

Conflict Goals Questionnaire

Please complete the following sentences:

1. The story we saw (or read) makes me feel

____

____

2. In a conflict situation, the thing I most want is

____

____

3. When I'm confronted, I usually

____

____

4. In conflict situations, others think I

____

____

5. **In conflict situations, I wish I could**

____

____

6. **What I'd like to learn about managing conflicts (list 3 goals in order of importance to you):**

Goal One: ______________________________________

____

Goal Two: ______________________________________

____

Goal Three: ____________________________________

____

Conflict Styles

Purpose: To have students identify their own conflict style preferences
To present and discuss the Conflict Styles Chart

Materials: Conflict Styles Worksheet and Scoring Key
Conflict Styles Chart (as overhead)

Time: 10 minutes

Procedure:

1. Hand out the Conflict Styles Worksheet. Have the students individually rank their preferences. When done, have them score their worksheets using the scoring key. Ask for a show of hands: "Who had the highest score on L/L, W/L etc." Tell students that they may raise their hands in both categories if they have a tie between two categories for their highest score. Write the total of those preferring each category on the chalk board.

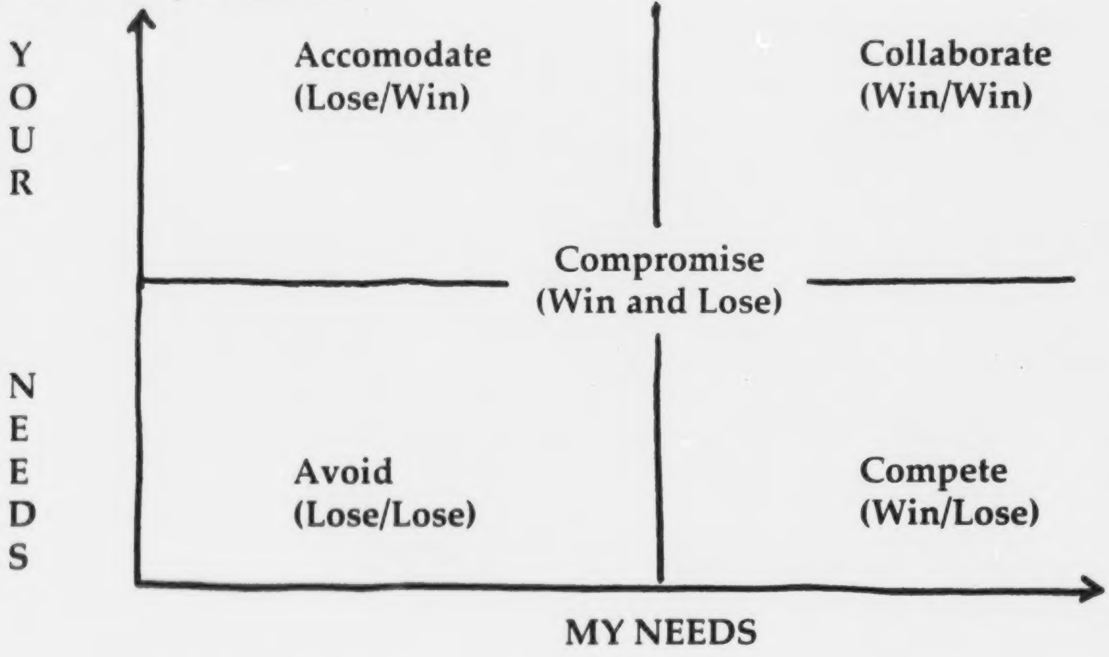
2. Present the Conflict Styles Chart as an overhead or written on the chalkboard. Explain each style in some detail (see next page).

3. Refer back to the class member's conflict style scores. What is the most popular conflict style in the class? How do conflict style preferences affect the way we get along? Brainstorm pros and cons of each style (refer back to "Kids Killing Kids" or other story from previous lesson.

Points to Make:
- We get comfortable with one conflict style that seems "safe" to us, but we can also change if we decide to.
- Being appropriately flexible with our responses to conflict is a strength.
- Tough, competitive folks may have to let up some and "Anything is fine with me" folks may have to start making their needs known for collaboration to work.

Conflict Resolution Styles

How will you handle it?


YOUR NEEDS
Accomodate
(Lose/Win)
Collaborate
(Win/Win)
Compromise
(Win and Lose)
Avoid
(Lose/Lose)
Compete
(Win/Lose)
MY NEEDS

The Choice is Yours!!

Conflict Styles Chart Explanation

The lower left hand corner is **AVOIDANCE.** That is where you are low on both meeting your needs and meeting the needs of others. This style can be very appropriate if you wish to diplomatically sidestep an issue or if there is a dangerous threat. However, it also means that you do not address the issue and this can lead to later problems if you still have to deal with the other person.

The lower right hand corner is **COMPETITION**. It is appropriate toward the other team on a football field; however, it can be very destructive to friendships. One of the negative results of competition is that those who lose may get resentful and do things to undermine your "win." (Refer to "Kids Killing Kids" and note that people may act aggressively out of fear of the other person as these protagonists did. What fears might have been behind the bully's behavior?) What happens if competition is your only response to conflict ?

The top left is **ACCOMMODATION**. In this style, you are more likely to think of other people's needs than your own. There is an element of self-sacrifice in this mode. An extreme would be a martyr. It could be appropriate to go to the movie your date prefers if you think it is more important to be with the other person than to see the movie you would prefer. If you accommodate all the time, people may think you are "nice," but start taking advantage of you. You may end up feeling badly about both the other person and yourself (as a "wimp").

The fourth and middle position is **COMPROMISE.** Compromise is the style where the solution is cutting the lemon in half (see Case 3 on the Conflict Styles worksheet). The solutions you reach are mutually acceptable, but neither of you gets all you want. Compromising might mean splitting the difference, exchanging concessions, or taking turns. It is both assertive and cooperative but less so than collaboration. There may be a more elegant , mutually satisfying solution. How can you both get more than "half the lemon"?

COLLABORATION means asserting what you want and also paying attention to what the other person wants. It's a Win/Win solution where you both get more than half the lemon. Collaboration involves an attempt to work with the other person to find some solution which fully satisfies the concerns of both persons. The trick is to let go of the assumption that you have to compete over the lemon and think what you really need. If you want to make lemonade and your sister's cupcake recipe calls for grated lemon rind, then a Win/Win solution would be for you to squeeze the lemon for your lemonade and save the rind for your sister to grate into her cupcakes.

Conflict Styles Worksheet

Instructions: Rank the five possible ways to act in each of the three cases below. Rank the way you would be most likely to react "5," the next most likely "4," and so on, ranking the least likely action "1." Enter your rank for each item in the space next to each choice.

CASE ONE

You are an average, hard working student. If you get all A's and B's this term your parents will give you a reward. You think you have a good chance but your math teacher is pretty tough. Last night you couldn't quite finish your math homework. You want to sit alone on the school bus this morning so you can concentrate on finishing your math. Just as you get started, a very talkative friend of yours asks to sit next to you. What would you do?

______ a. Close your book and talk with your friend because you don't want to hurt her.

______ b. Try to get some of your math homework done and listen to your friend with half your attention.

______ c. Tell your friend that she can't sit there because you really need to concentrate.

______ d. Pretend not to hear and act like you are looking for a dropped pencil.

______ e. Tell her your problem and ask her if she needs to talk or just wants to sit there while you work

Conflict Styles Worksheet (Continued)

CASE TWO

You loaned a friend your whole week's allowance to help him get a baseball glove in time to use it in an important game. He said he would pay you back the next day but he has been putting you off for two weeks now. You could really use the money for a field trip that is coming up soon. What do you do?

_______a. Tell him that if he doesn't pay you back today you will call his parents.

_______b. Arrange to meet with him during lunch to discuss a pay back plan.

_______c. Tell him if he'll pay half today you'll forget the rest.

_______d. Figure he's lost a friend and you've lost your money.

_______e. Tell him it's okay to pay you whenever he can, it's the friendship that counts.

CASE THREE

You arrive home from school very thirsty. What you really want right now is some lemonade. There is a big juicy lemon on the kitchen counter. Just as you are reaching for it to make lemonade your brother says, " I think Sis was saving that last lemon for making cupcakes." What do you do?

______a. Go find your sister. Ask what plans she had for the lemon, and tell her how much you want to make lemonade.

______b. Go ahead and make the lemonade, if Sis really wanted that lemon she should have put it away.

______c. Make half a glass of lemonade using half the lemon, leave half for Sis.

______d. Leave the lemon for Sis and find something else to drink.

______e. Do nothing now. It's too much trouble to find Sis. If she uses the lemon it will be gone. If it is still there later, you can use it then.

CONFLICT STYLES KEY

W/W	L/W	W/L	L/L	C	
e.	a.	c.	d.	b.	CASE 1
b.	e.	a.	d.	c.	CASE 2
a.	d.	b.	e.	c.	CASE 3
					TOTAL

The TRIBE Model

Purpose: To introduce and review the steps of TRIBE

Materials: **TRIBE** Poster

Time: 10 Minutes

Procedure:

1. Refer to the **TRIBE** poster. **TRIBE** is a collaborative process. The skills we teach in **TRIBE** are good communication skills and strategies that make Win/Win problem-solving work. Review the steps of **TRIBE** showing how they help each person get her or his needs met.

Points to Make:

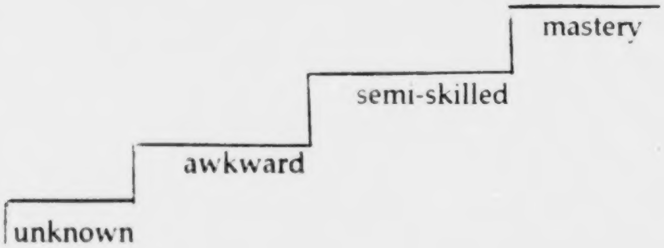
- Telling well rather than attacking helps you get your needs heard.
- The other person will be less resistant and defensive if you tell well.
- Reflecting helps you understand the other person's needs.
- You need to identify each person's needs before giving solutions.
- Brainstorming helps you create "more than half a lemon" solutions.
- One of the rules of evaluating solutions is that they must be balanced to meet the needs of both the people in conflict.

2. Ask how many students are familiar with the **TRIBE** steps already. (This method is taught in the 6th and 7th grade curricula). If your students are familiar with **TRIBE,** ask what they remember from previous years. Ask for positive experiences using **TRIBE.** Then ask for their difficulties using **TRIBE.** Visibly list any positives on one list under the heading "Success With **TRIBE.**" List any negative issues they bring up under a separate heading "Concerns."

3. Ask students to brainstorm a list of realistic ways to address concerns and make the TRIBE approach more useful to this class. (Try to keep student norms and suggestions in mind in teaching future **TRIBE** lessons). Post the list.

The TRIBE Model (Continued)

4. Practicing the steps of TRIBE may seem awkward at first. That is because we learn a new skill we go up the steps of mastery, as diagrammed below:



Show this model to students and illustrate it with an example from some sports figure they know, (Michael Jordan's awkwardness when he tried to switch from basketball to baseball.) Anything is hard at first. It can be very hard if people make fun of you. Is that a good reason to quit? Make the point that learning **TRIBE** takes practice and courage.

Stop and Think: Anger Management

Purpose: To introduce the "Stop and Think" step of **TRIBE**
To increase awareness of behaviors that escalate and those that calm angry feelings.

Materials: Hot Spots Work Sheet.
Stop and Think Overhead (Page 5)
The Anger Cycle Overhead (Next page)

Time: 15 minutes

Procedure:

1. Refer to the **Stop and Think** overhead transparency. Discuss with the students the importance of calming yourself first and giving the other person time to calm down. Point out that if you agree to use **TRIBE**, then it will be clear to both of you that you plan to settle your differences without violence.

2. Show the Anger Cycle overhead. This is how anger works. Everything is calm and then there is an incident. When the incident happens, one begins to get angry and the anger grows.

3. What are some of the physical symptoms that someone is becoming angry? Have the class brainstorm a list. Draw a stick figure with the symptoms (such as red face, clenched fists and pounding heart). These are the warning signs. These physical signs are designed to prepare us for FLIGHT or FIGHT. These are not the only options. At this point, we have a choice. We can escalate the anger and blow up, or we can calm ourselves and problem-solve.

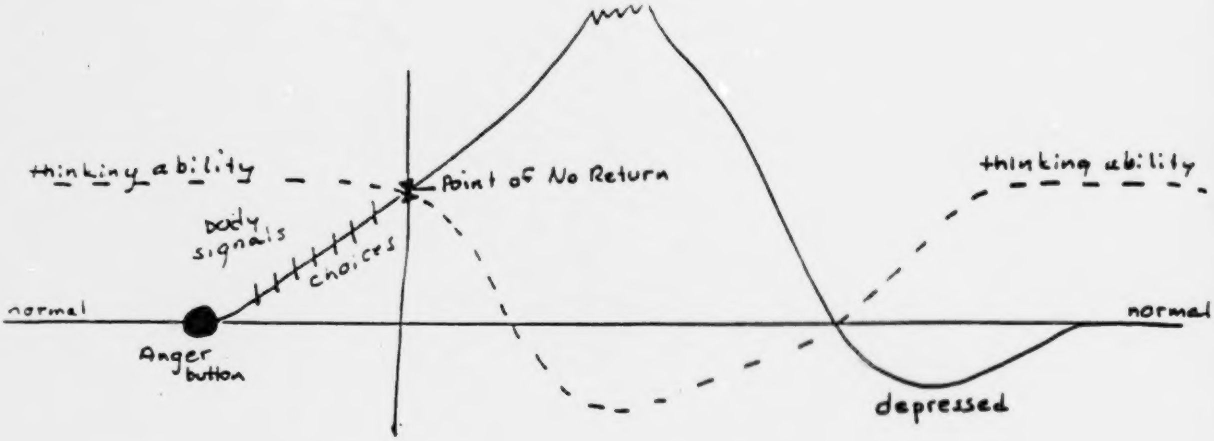
4. Ask students to take a minute to think of a time they were angry. Have students brainstorm a list of things others do that makes them feel more angry. (Usually these involve not being taken seriously.) Observe that now we know some things to *avoid* doing when someone is angry.

5. Brainstorm "What can someone do that helps you calm down when they are angry?" List their responses. Appropriate responses are to be allowed to vent, to be acknowledged, to get physical exercise, to be listened to without advice, etc. Address inappropriate responses such as "get drunk" through discussion.

Homework: Have students fill out the Hot Spots Work Sheet.

8.1
OVERHEAD

ANGER MOUNTAIN


thinking ability
Point of No Return
thinking ability
body signals
choices
normal
normal
Anger button
depressed

The Anger Cycle

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HANDOUT

HOT SPOTS

Please complete the following sentences:

1. I feel angry when: (example: "When someone borrows without asking.")
____
____
____

2. When I get mad I (describe how you usually act):
____
____

3. A person who sometimes makes me mad is: ____________________
I usually respond by: ______________________________
____
____

4. They usually respond to this by: ______________________
____
____

5. I would like to work on improving my response by:
____
____
____

6. Things I could do to calm myself when I am angry are:
____
____
____

TRIBE Telling Triad

Purpose: To present the **TRIBE** Telling Triad model

Materials: **TRIBE** Poster or overhead of Page 6
Telling Triad Worksheet

Time: 10 minutes

Procedure:

1. Present the Telling stage of **TRIBE**. Discuss each of the three parts of the **TRIBE TELLING TRIAD:**

Part 1: **"I HAVE A PROBLEM..."**

Own the problem. This puts you in charge.

Points to Make:
- Don't waste your energy trying to make others responsible for your feelings. ("You made me angry, etc.")
- Sometimes when we feel so strongly we slip into the role of "victim" and cast the other person in the role of "persecutor." This doesn't help solve the problem. Own your own feelings.

Part 2: **WHEN...**

Briefly describe the problem specifically without judging. This reduces the need for the other person to respond defensively. "When you were 30 minutes late..." is descriptive. "When you are so irresponsible..." is judging.

Points to Make:
- When you describe the problem be brief. Lengthy criticism/ complaint just inspires the other person to tune out.
- Be specific about what the other person did.
- Be careful not to jump to conclusions about what the other person did. Check your assumptions.

TRIBE TellingTriad (Continued)

Part 3: **BECAUSE ...**

Say specifically how the behavior affected you and how you felt about that: "I have a problem with your arriving 30 minutes late because the movie we were going to see was sold out and I felt very disappointed." ("I don't appreciate what you did yesterday" is not specific and not useful.)

Points to Make:

- Avoid dramatizing the effect of other's behaviors to make a bigger impression. ("Now I'll never get a chance to see that movie.") Dramatizing escalates your feelings and makes other people want to defend themselves and argue with you. ("After all, that movie may come back and will certainly come out on video tape.")
- Avoid exaggerating the other person's faults ("you're never on time" "You always forget," etc.) Exaggeration is a kind of labeling or stereotyping that makes people defensive. After all, they must be on time or remember sometimes.

Homework: Telling Triad Worksheet

8.2
HANDOUT

TRIBE Telling Triad Worksheet

1. Start by saying something positive.
2. Own the problem. This puts you in charge.
3. WHEN... Briefly describe the problem specifically without judging. This reduces the need for the other person to respond defensively.
"When you were 30 minutes late..." is **descriptive**.
"When you were so irresponsible..." is **judging.**
4. BECAUSE ... Say specifically how the behavior affected you and how you felt about that.
"**Because** the movie we were going to see was sold out and I felt very disappointed." This tells specifically how it affects you.
"I don't appreciate what you did yesterday" does not tell *specifically* how it affected you.

> Situation:
> You and your friend have bought tickets to a concert together. Your friend is keeping the tickets in his wallet. Before the date of the concert he loses his wallet.

Directions: Circle the most useful thing to say in each group and explain why in each box:

"What is your problem...?"

"I'd like to talk about..."

"How could you..."

"When you leave your wallet lying around..."

"When you are so disorganized..."

"When you lost the wallet with the tickets.."

"Because we need to figure out what to do..."

"Because you've ruined our evening..."

"Because you owe me for the tickets...

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Tribe Telling Triad Worksheet Answers

Directions: Circle the most useful thing to say in each group and explain why in each box:

"What is your problem...?"	*Not useful. Distances other party.*
"I'd like to talk about..."	*Should be circled. Invites communication.*
"How could you..."	*Not useful. Implies blame.*

"When you leave your wallet lying around..."	Not useful. Assumption.
"When you are so disorganized..."	Not useful. Judgement.
"When you lost the wallet with the tickets.."	Should be circled, Describes.

"Because we need to figure out what to do..."	**Circle. Invites problem solving.**
"Because you've ruined our evening..."	**Not useful. Blames.**
"Because you owe me for the tickets..."	**Not useful. Non-negotiable position**

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8.2

Checking Assumptions and Giving Appreciation

Purpose: To practice checking assumptions
To practice giving and receiving appreciation

Materials: Checking Assumptions Worksheet

Time: 35 minutes

Procedure:

1. Give the class this situation:

> "You see a boy always breaking into the line at lunch time.There is a rule against breaking in line." What do you do? Get several responses. Then say: "Later, you find out from his friends that he has an ulcer and his doctor's permission to go to the front of the line so that he can get his special diet." Would this change what you do? Would you feel differently?

2. Hand out the Worksheet for "checking assumptions." Have the students fill it out following the directions carefully. When students have completed the sheet ask for a show of hands on whether each statement "a" through "e" is a fact or an inference. Most students will be sure that "a" is a fact. Usually someone will have gotten it right and will explain it to the others. (Smith could be a woman.) Once they have made one or two wrong assumptions the students will get more wary about checking their facts.
   Note: option (c) "Jones was scheduled for a 10 o'clock meeting " is the only fact. The rest are all inferences.

3. Ask students how they can check assumptions (avoid gossip—ask good questions). Note the Communication Model page 137.

4. Tell students that one kind of feedback we never get enough of is appreciation. **Start and end the TRIBE TELLING TRIAD with positives:**
   "Thanks for agreeing to listen to me..."
   "Here's my problem..."
   "You've been a good friend, can we work this out?"
   "I'm glad you don't run off and gossip about me when we've had a misunderstanding."

Checking Assumptions and Giving Appreciation (Continued)

Points to Make:
- Appreciation plays an important role in conflict resolution because appreciation builds bridges between people.
- It is hard to remain angry and uncooperative when someone is genuinely appreciating you.
- The **TRIBE** TELLING TRIAD should be "Bracketed with positives." This means say something positive before you bring up the problem and after you have stated the problem.

5. To practice appreciation have students stand in circles in groups of four or five. One person is designated to go first. This person says a simple, but sincere (NOT sarcastic) compliment or appreciation of the person standing on their right. Then the person to the left of the person compliments the person who just spoke about anything they know or notice that they like about that person. Continue this pattern (turns pass to the left and you appreciate the person to the right on your turn) until everyone in the circle has both given and received an appreciation.

   For Alternative or additional Appreciation practice see next page.

6. Process by asking students to share how it feels to be appreciated. (It probably feels good but it may feel awkward. Our modesty training may make us want to deny appreciation). Also what was hard about giving appreciation. (You have to know the person or at least pay enough attention to notice something good about them).

Points to Make:
- An appreciation is often understood as an invitation to get closer. Usually we compliment people we are attracted to or want to have as friends; however, even with people we may not like or people we may be in conflict with, we can find something that we have in common or can appreciate.
- Appreciation can build the bridge to solving a problem with someone you have been having trouble with.

Additional Appreciation Exercises

The following are some alternative exercises you can use for appreciation.

1. Appreciating an adversary:

   Have students in roles from the role-palys in this section appreciate the other party. For example Chris appreciates Lane and Lane appreciates Chris.

2. Written Round Robin Appreciation:

   You will need peel and stick address labels. Twenty students would require 380 labels which may be obtained at any office or computer supply store. Always get a number of labels equal to the number of students in your class squared less the number of students in the class. You will also need one piece of construction paper for each student.

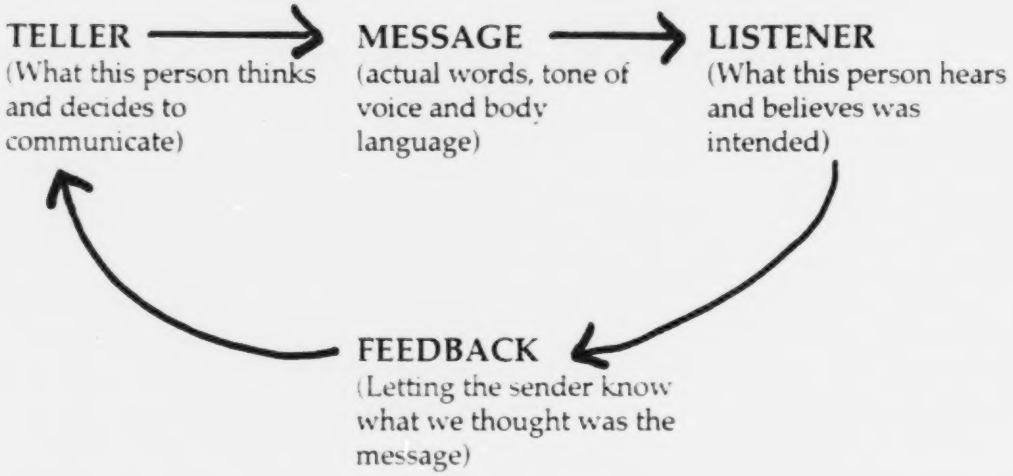
   Have each student write his or her name on the top of a piece of construciton paper. Then give each student a sheet of address labels with a label for each other class member. (In a class of 20 each student would get 19 address labels.) Have them write a one word to one sentence appreciation of a strength or positive quality they notice in each other student in the class, one per label. When all students are finished writing their appreciations, have them stick each individual appreciation label on the appropriate person's sheet of construction paper. Each student will then have a sheet of qualities that his or her fellow students have noticed and appreciated.

3. Imaginary gifts: On a student's birthday or other special occasion have each student give the honored student an imaginary present. You can set the tone by giving the first present. For example: " I give you a self-cleaning locker in which nothing ever gets lost or damaged or falls off the coat hooks." or "I give you a magic spoon that turns any school lunch into your favorite food."

4. Self appreciation and positive awareness exercises help students pull their attention away negative attitudes and approach problem solving. They can be used at any time and are especially good opening and closing exercises for group work.

   a. Have students share any success in the area you are studying (ex: "Who has had a success getting yourself or someone else to calm down? What worked?"
   b. Have students share one thing they like about themselves.
   c. Have students share any compliment they have ever gotten that pleased them.
   d. Have students share one good thing that has happened to them that week.
   e. Have students share one thing they are looking forward to. (Good for endings).

Communication Model



TELLER
(What this person thinks and decides to communicate)

MESSAGE
(actual words, tone of voice and body language)

LISTENER
(What this person hears and believes was intended)

FEEDBACK
(Letting the sender know what we thought was the message)

Checkback = The teller asking the listener for feedback.

8.2
WORKSHEET

Checking Assumptions

A fact can usually be verified by checking its source. An inference is a statement about the unknown that is based on what is known. Usually an inference can be verified only with the help of more information. ASSUMING an inference is a fact can lead to miscommunication and unnecessary conflict. Read the story which follows carefully. When you are finished see how well you can tell a fact from an inference.

Vice-principal Jones was scheduled for a 10 o'clock meeting in principal Smith's office to discuss the Friendly School's budget. On the way to that office the vice-principal slipped on a freshly waxed floor, and as a result received a badly bruised leg. By the time principal Smith was notified of the accident, Jones was on the way to the hospital for X-rays. Smith called the hospital and no one there seemed to know anything about Jones. It's possible that Smith called the wrong hospital.

WITHOUT TALKING, in exactly 3 minutes, decide if each of the statements listed below is a fact or an inference. Answer each statement in turn. Do not go back to change any answer later. Indicate your decision by putting (F) for fact or (I) for inference in the column.

Fact Inference

a. Mr. Smith is a principal. ______________

b. Jones was supposed to meet with Smith. ______________

c. Jones was scheduled for a 10 o'clock meeting. ______________

d. The accident occurred at the Friendly School. ______________

e. Jones was taken to the hospital for X-rays. ______________

f. No one at the hospital, which Smith called, knew anything about Jones. ______________

g. Smith had called the wrong hospital. ______________

h. When you have decided which is fact and which is inference, WITHOUT TALKING, write down another fact (taken from the story) on the lines provided.
____
____
____
____
____

Thanks to Marilyn Huff for permission to use this

Checking Assumptions Answer Sheet

A fact can usually be verified by checking its source. An inference is a statement about the unknown that is based on what is known. Usually an inference can be verified only with the help of more information. ASSUMING an inference is a fact can lead to miscommunication and unnecessary conflict.

> Vice-principal Jones was scheduled for a 10 o'clock meeting in principal Smith's office to discuss the Friendly School's budget. On the way to that office the vice- principal slipped on a freshly waxed floor, and as a result received a badly bruised leg. By the time principal Smith was notified of the accident, Jones was on the way to the hospital for X-rays. Smith called the hospital and no one there seemed to know anything about Jones. It's possible that Smith called the wrong hospital.

a.	Mr. Smith is a principal.	Inference (Smith could be a female.)
b.	Jones was supposed to meet with Smith.	Inference (Jones could be meeting someone other than Smith in Smith's office.)
c.	Jones was scheduled for a 10 o'clock meeting.	Fact.
d.	The accident occurred at the Friendly School.	Inference (Smith may not be the principal of Friendly School, accident may have occurred at other school.)
e.	Jones was taken to the hospital for X-rays.	Inference (Jones may have driven himself.)
f.	No one at the hospital, which Smith called, knew anything about Jones.	Inference (Someone may have known about Jones at that hospital. The person speaking to Smith could not find the right person.)
g.	Smith had called the wrong hospital.	Inference (Smith may have called the wrong hospital, or simply talked to the wrong person at the correct hospital.)

h. When you have made your checks, WITHOUT TALKING, write down another fact (taken from the story) on the lines provided. ______________________________

____

____

____

Thanks to Marilyn Huff for permission to use this exercise

Reflective Listening Skills

Purpose: To introduce reflective listening techniques

Materials: TRIBE Poster
Observer Instructions for Listening

Time: 25 Minutes

Procedure:

1. Write the following reflective listening techniques on the board or on chart paper. Review the listening techniques with the students: **Show interest in the other person's concerns.** Example: "Can you tell me your point of view?" Also show interest by looking at the speaker, not interrupting, nodding, and uncrossed body posture.

Points to Make:
- The other person's needs are part of a win/win solution.
- If you show interest in their concerns they are more likely to show interest in yours.

Ask for more information about the other person's needs. Example: "What are you going to use the lemon for?"

Points to make:
- It will be easier to build common ground if you are both open about what you really need.

Summarize facts and feelings.

Example: "So you felt that I wouldn't mind if you borrowed my bike because I had loaned it to you before and you didn't think I needed it this afternoon. Now you are surprised that I am upset."

Reflective Listening Skills (Continued)

Points to Make:

- This is a challenging skill. You are being asked to at least acknowledge if not agree with the other person's point of view.
- Summarizing facts and feelings can protect you from making wrong assumptions and getting stuck in positions. It usually also makes the other person feel less defensive and more cooperative (watch your tone of voice).

2. With a student or other adult demonstrate some good and bad listening responses. Have the students who are watching give you the "thumbs-up" sign if they think you are using one of the reflective listening techniques just described and the "thumbs down" sign if they think you are not listening well.

Points to Make:

- Try to demonstrate at least one each of responses which show interest, ask for more information, and summarize facts and feelings.
- Also do some poor listening such as crossing your arms and turning away from the speaker and verbally getting defensive.
- Stop the action once or twice for students to tell you why they have given you a "thumbs-up" or a "thumbs-down."

3. Divide the students into groups of three: One person in each group is designated as "dog," "cat," or "mouse." in each listening practice round, one will act as speaker, one as listener, and one as observer.

4. Give each student an Observation Sheet. Tell them that as observers they are not to take sides but to watch for appropriate listening responses and record them on the sheet with a few words that will help them remember specifics.

Reflective Listening Skills (Continued)

5. In the first round the "mice" tell the "cats" what it is like to be "mice," and "dogs" are observers. After a three or four minute round of listening practice there is a three or four minute processing session.

In each small group ask the observers to report:
- What did the listener do to show initial interest?
- What did the listener ask to try to understand better?
- What did the listener say that summarized thoughts and feelings.
- The speaker should report what s/he felt in response to the listener's behavior.
- The listener should report on what techniques were easiest and hardest to use.

6. In the second round the "cats" tell the "dogs" what it is like to be "cats." The "dogs" practice active listening, and the "mice" are observers. In the third round the "dogs" tell the "mice" what it is like to be a "dog," and the "cats" are observers.

7. At the end of the exercise ask the whole class what it felt like to use these techniques.

Points to Make:
- If the students are answering in generalizations (for example it felt "weird" or "hard" or "fun" or "easy") write these responses on the chalk board or chart paper as the nuclei of a webs and then go back and question to specifics "what felt weird," etc., and as they respond with specifics write these on the web around the nucleus word.
- Also remind them of the steps of learning (see Page 126).

Gem Mine

Purpose: For students to look for useful things the other party might be saying

Materials: Gem Mine Worksheet
One paper lunch bag for each three students

Preparation: Photocopy one Gem Mine Worksheet for each three students. Cut it into strips (one statement per strip) and put the strips from each sheet into a paper lunch bag (that will mean one lunch bag per three students)

Time: 20 minutes

Procedure:

1. Explain that when you are the **listener** in a conflict situation you will hear some things that are not helpful in solving the conflict.

   Words and attitudes that **don't help** are:
   non-negotiable positions
   put-downs like name calling
   blame
   being negative about solving the problem.

   Words and attitudes that **help** are:
   positive statements
   sharing real needs
   offering possible solutions in a flexible way
   mentioning something you have in common.

   We call the useful statements "Gems." **TRIBE** users need to be able to work the mine of the conflict and discard what is not helpful while picking out and polishing the "Gems."

Gem Mine (Continued)

2. Have the students form groups of three. Give each group a paper bag with the statements inside. Have the groups pick out one statement at a time and agree on whether it is a gem or not. When they are done, have students share their choices with the whole class. Have them explain why they think their choice is a gem.

3. If there is time, have students share experiences of finding "Gems" in relationships or in literature they have read.

Points to Make:

- If you were panning for gold you would pick out the nuggets and just let the dirt go back into the stream. Often in conflict it is a good idea to pick out the useful things said by the other person and ignore the "dirt" that may come our way.
- When either party identifies what is really important to him in a clear way, it is a gem because you have to know their needs to come to a win/ win solution.
- A real need (interest) can usually be met in several ways and is a gem.
- A non-negotiable solution (position) that blocks other possible solutions and is "dirt".
- Some gems and dirt depend on tone of voice and situation.
- Encourage people to tell you their interests.
- There are gems that need to be "polished."

Example:

The other person says "I thought you were my friend." You can polish this diamond in the rough by responding "I've thought of you as a friend too. I want to work this out so we can still be friends."

Gem Mine (Continued)

DIRT

"WHO DIED AND MADE YOU KING?"

"TAKE IT OR LEAVE IT."

"JANE'S ON MY SIDE."

"I'LL FIX YOU."

"FORGET IT."

"NO DUH, STUPID."

"YOU'RE SO IRRESPONSIBLE."

"IF YOU LOVED ME, YOU'D DO IT."

"YOU ARE ALWAYS LATE."

"YOU NEVER CLEAN UP."

"IT'S ALL YOUR FAULT."

"WHAT'S YOUR PROBLEM?'

"I'M NOT SPEAKING TO YOU."

"YOU HAVE A BAD ATTITUDE."

"YOU STOLE MY BOYFRIEND."

"YOU TRAITOR!"

YELLING

"WE'RE BETTER OFF WITHOUT YOU."

"YOU'VE RUINED IT."

Gem Mine (Continued)

GEMS

"I THOUGHT WE WERE FRIENDS"

"CAN'T WE WORK THIS OUT?"

"I HAVE TO TALK WITH YOU"

"HOW ABOUT THIS...?"

"WHAT DO YOU THINK?"

"I HAVE A PROBLEM WITH..."

"I NEED HELP WITH..."

"CAN WE BOTH ..."

"I CAN SEE YOUR POINT..."

"I'M TOO ANGRY TO TALK NOW..."

"I KNOW I'M PARTLY TO BLAME..."

"HOW ABOUT TOMORROW?"

"COULD YOU RESTATE WHAT I SAID?"

"I FELT HURT WHEN YOU DIDN'T ..."

"...BECAUSE I MISSED MY BUS"

"LETS THINK OF SOME IDEAS..."

"WHAT DO YOU THINK OF THIS?"

"YOU ARE A GOOD FRIEND"

"I NEED A RIDE TO JANE'S HOUSE"

Demonstration and Role-Play

Purpose: To practice the first three steps of **TRIBE**

Materials: Demonstration and Role-Play Scenarios
Observation Sheets (Page 16)

Assistance: If possible use peer mediators for the demonstration and possibly as roving coaches/observers.

Preparation: Review the demonstration (See the Pat and Robin scenario). You should play the role of Pat, the person using **TRIBE**. The person not using **TRIBE** should also be prepared to act as Robin.
Review the "Setting up Role Plays" (Page 12)

Time: 45 minutes for demonstration and role plays

Procedure:

1. Explain to the students that you are going to practice putting together everything they have learned so far. You are going to demonstrate what you want them to do.

2. Set up the demonstration. Tell the students that they are to act as observers and to pay attention to how well "Pat" follows the steps. Demonstrate through Stop, Tell and Reflect. (For demonstration and role-play, the Stop and Think stage just involves one party asking if the other will agree to talk about something that is on his or her mind and the other party agreeing.)

3. Ask students for some feedback on how well you did using the steps Stop, Tell and Reflect.

What things did you do well?
What one thing could you have done better?
Take questions before they practice a role-play.

Demonstration and Role-Play (Continued)

4. Put students into groups of three and have them agree on who will be the first to practice the skills, the first to be the other party to the conflict, and the first to observe and give feedback. (If you have Peer Mediators available use them as roving observers and coaches.) There will be three rounds with students rotating roles so that each student gets to practice, play the other party, and observe.

5. Hand out observation sheets to each student. Tell the observers to watch for good skills and record specifics on the observation sheets so they can give appropriate feedback at the end of each round.

Teachers' notes:

- There are three role-plays so that each person gets an opportunity to be the person who owns the problem and is practicing **TRIBE**.
- The observers have a sheet with points to notice so that they can give good feedback.
- The speakers and listeners should be coached on only going through the first steps: setting the stage, speaking so I can be heard, and reflectively listening.
- Each round will consist of a total of about seven minutes; two to set up, three to play the roles, and two to get feedback from the observers. You will need to circulate to troubleshoot and make sure students are on task and on time.
- You will need to circulate to troubleshoot and make sure students are on task and on time. It is very helpful to have either peer mediator or adult assistance in the classroom for role-plays.

6. Process the role-plays with the whole class, and take any questions that arise.

Demonstration for Role-Play

Pat: (Older sibling) USES **TRIBE**

You came home from school and noticed that your bike was gone. When you asked around, you learned that Robin had taken it right after school. That made you really mad because you had planned to use your bike to meet your new friend and you couldn't get there on time without it. You couldn't call your friend to let her/him know you'd be late because you were meeting at the mall. Now your friend is mad at you about being "stood up."

Robin: (Younger sibling)

You were in a hurry this afternoon to get to the park for softball practice. So you borrowed Pat's bike, which you'd done before with permission. You didn't think it would be a problem, and you couldn't find Pat to ask if it was OK. When you return home you hear from your dad that Pat was pretty angry about something. Pat is waiting to talk to you.

Role-Play

Lane: USES **TRIBE**

Last Friday your friend Chris came over. S/he had a pack of cigarettes with him/her and wanted you to try smoking . You said no, you really weren't interested. You didn't even like to be around people who smoked, and you know your mom and dad would have a fit if they thought you smoked. Chris dropped the subject. Unfortunately s/he also dropped her cigarettes under your bed. This morning your mom was vacuuming and found the pack of cigarettes. She was furious. She immediately put you on two weeks restriction. She did not believe you when you said they were not your cigarettes.

Chris:

Lane says s/he has to talk with you at lunch time. You know s/he is on restriction at home because her mom wouldn't even let her talk to you when you called yesterday. You wonder why s/he is in trouble. You also wonder if s/he has found the cigarettes that you might have left at his/her house last Friday.

Role-Plays (Continued)

Bob:

You and Cheryl were going together all last year. Recently Cheryl decided that she wanted to go out with other people and felt that you should not be so serious about each other. You were upset about splitting up with Cheryl, but since you are splitting up, you want back the gold chain that you gave her, and you want the two tickets to the Country Stars concert you bought together. (You each put in $13). The concert is reserved seats, it is sold out and is in two weeks. You want to go to the concert but wouldn't feel comfortable sitting next to Cheryl. You haven't even wanted to talk to her since the break-up, but have agreed to talk about the tickets.

Cheryl: USES **TRIBE**

You and Bob were going out together all last year. A few months ago Bob gave you a gold chain necklace when you decided that it was a serious relationship. Ever since then, Bob has been real possessive, so you decided that you wanted to go out with other people. Bob has barely spoken with you since you told him you didn't want to go steady. You still want to be friends, just not boyfriend / girlfriend. You and Bob each spent $13 on a pair of tickets to the Country Stars concert. You want to go but not sit next to Bob (everyone would think you had gotten back together). Lots of your friends will be at the concert.

##########

Jesse: USES **TRIBE**

You are a neat person who has gotten a very messy person, Sammie, for a locker mate. Today you opened your locker and found your mint condition baseball card scuffed on the floor of the locker, and Sammie's yucky old sandwich from days ago was stinking up everything. Last week you even found Sammie's math homework stuck in your math book. (You had already handed-in your math homework). You have been putting off talking to Sammie about his/her bad habits because in other ways you really like her/him (for instance s/he has a great sense of humor). You feel you need to say something this time because that baseball card was worth $6.

Sammie:

You are a messy person and Jesse is neat. It is too bad you share a locker. If it weren't for that you'd probably be best friends. Jesse is really nice and popular, but not as good at math as you are. Last week you suspect s/he copied your math homework because it was missing for a while and then showed up in the locker where you are sure it hadn't been when you looked before. You wouldn't mind helping her/him in math, but you are against cheating. You've been thinking about having a talk with her/him about it.

Hidden Agendas

Purpose: To give students practice identifying and responding to hidden agendas.

Materials: Hidden Agenda Role-Play

Time: 15 minutes

Procedure:

1. Select two students to play parts in the Hidden Agenda role-play. Hand them each their part. While each student studies her part, read the overview section of the Hidden Agenda script to the class. Then have "Jamie" and " Sandy" read their parts.
2. Have students discuss the following questions:
   - What does Jamie think the problem is?
   - What is the hidden problem?
   - Why might Sandy not want to tell the real problem?

3. Have class members pair up and brainstorm examples of hidden agendas for four minutes. Write up the examples on chart paper or chalkboard. Have the students identify kinds of hidden agendas:

- Fear of rejection, social taboos: Teasing someone when you really want to say "I like you": other examples from students.
- Need to save face: Sandy and Jamie; other examples from students.
- Displaced anger: Examples from students might include coming to school upset about something and getting into a fight, fighting with someone you barely know because they remind you of someone else you have a conflict with.
- Hidden fears. Example: Turning down an invitation because you are uncomfortable in someone else's neighborhood; other examples from students.

Points to Make:
- We may keep our real concerns hidden to protect the other person's feelings or our own.
- If hidden agendas are getting in the way of settling a conflict we need to think of a tactful way of bring them into the open.

Hidden Agendas (Continued)

4. Ask the class if they can think of any questions to ask to help the other person reveal a hidden agenda. Possibilities: Can you tell me more about that? I don't understand. "I'd like to help you get your needs met ,but I'm not sure what they really are" or just framing a solution that you think would meet their unspoken needs if it meets your needs too.
   - What does the person say she wants?
   - What does she really want?
   - Why won't she say what she wants? A hidden agenda?
   - How does the other person feel?

Hidden Agenda Scenario

Overview:

Jamie's family goes to the beach all the time and practically "lives in the water." Sandy is a great and popular athlete but never learned how to swim. Jamie has invited Sandy to spend a weekend at the beach with his/her family. Sandy keeps finding excuses not to go, and Jamie is starting to feel rejected.

Jamie: Look, Sandy, every time I invite you to go to the beach you turn me down. You're getting so stuck-up! I guess being a basketball hero has gone to your head.

Sandy: I don't see why your jumping down my throat! You're the one who's stuck-up with your family house at the beach. I don't ever want to hear about the beach again!

Identifying What's Important

Purpose: To have students identify their own and the other party's issues in preparation for brainstorming

Materials: Conflict Scenarios (same as Day 4 scenarios)
TRIBE Poster or overhead of Page 8

Time: 20 minutes

Procedure:

1. Refer to the **TRIBE** Poster. Discuss "Identify What's Important" (Page 8).
2. Remind the students of the demonstration of the conflict between Pat and Robin in the previous lesson. You might write the scenario up on the chalkboard as a visual aide. Ask students what each party needed in this conflict. Write up the needs students identify. Have students think of a one sentence summary of each party's needs. Example: Robin needs use of a bike on short notice sometimes. Pat needs not to be inconvenienced by finding her bike missing when she plans to use it.

Points to Make:

- **The solution to the problem will be the answer to a question which incorporates both party's needs. Example: "HOW CAN ROBIN HAVE USE OF A BIKE WHEN PAT IS NOT AROUND WITHOUT INCONVENIENCING PAT?"**
- **It is important to have a clear statement of what is really important for each party and a good specific question to ask before beginning brainstorming (the next stage of TRIBE).**
- **Brainstorming on the question "What can we do to solve the problem." is likely to be less focused and productive than brainstorming on the question "How can you have use of a bike when I'm not around to ask and make sure I don't find my bike missing when I need to use it."**

3. Divide the class into three groups (have them count off by threes or assign groups). Give each group one of the scenarios that they role-played in Unit 8.4. The task of each group is to summarize in one sentence what each party really needs. Then each group should come up with a good brainstorming question which would lead to ideas for getting both parties needs met. Refer to Procedure 2 above. When the groups are finished, have each group share with the class the issues and the brainstorming question it developed. Discuss.

8.5

Brainstorming

Purpose: To practice brainstorming

Materials: Conflict Scenarios (same as Day 4 scenarios)
TRIBE Poster or overhead Page 9

Time: 5 minutes

Procedure:

1. Refer to the Brainstorming overhead, Page 9. Discuss brainstorming with the class.

Points to Make:

- It is important to make it clear to the other party that the goal of brainstorming is to get out lots of ideas and not to criticize each other's ideas. You can decide which ideas will really work later. Get an agreement to share ideas for a few minutes without criticizing them or arguing for them.
- It's okay to come up with wild ideas.
  Example: Pat "Let's get together and build a bike for you out of junk we find."
- It is okay to build on each other's ideas.
  Example: Robin: "Hey, that sounds like Jimmy's Odyssey of the Mind project! He could give me some great plans for a homemade vehicle." Pat: "We could call it the Robinmobile!"
- Write down your ideas. Sometimes you may want to brainstorm silently first and then read your ideas to each other and add new ideas (without evaluating yet).
- You may want to set a time limit because it helps you focus.

2. Have the class brainstorm possible solutions to the Pat and Robin scenario (see Demonstration in Day 4). The question is "How can Robin have use of a bike when Pat is not around to ask without inconveniencing Pat?" If students start criticizing or arguing for a solution remind them that is not brainstorming.

3. Have each group return to its scenario (See Identifying What's Important) and brainstorm as many creative solutions as possible to the brainstorming question they already developed. Give them a set time (three minutes is usually enough). Have each group share its brainstormed solutions with the class. Do the lists meet the criteria of quantity, creativity, and meeting both party's needs?

Evaluating Solutions

Purpose: To demonstrate evaluating and agreeing on solutions to a conflict

Materials: Conflict Scenarios (same as day 8. 4 scenarios)
Evaluate overhead (Page 10)

Time: 5 minutes

Procedure:

1. Discuss with the class the Evaluate overhead.

Points to Make:

- How can you check to see if you and the other party will agree to a solution?
  Ask them.
- What if they don't agree to a solution you like?
  Go on to another solution that you both might agree to.
- If no other solutions work?
  Return to the most promising solution and ask what you might do to make that solution acceptable to the other party.
- If you get stuck you may need to check what is really important to each of you and brainstorm again.
- How do you make a solution specific?
  Ask "who," "what," "when," " where" and "how" questions.
- How can you test if a solution is realistic?
  Ask "what if" questions.

Fish Bowl Role-Play

Purpose: To have students observe and critique resolution of a conflict

Materials: **TRIBE** Poster
Observation Sheet for Role-Plays (Page 16)

Time: 25 minutes

Procedure:

1. Refer to Using Real Situations (see Page 14). Ask class members to brainstorm a list of real conflict situations they experience. (If they personally don't experience it then they can't suggest it. Make a list of these situations on the blackboard. Ask for volunteers to come up and role-play the scenario they mentioned. If you get several volunteers, have the class decide which conflict they want to see solved using **TRIBE.** (If you think they are coming up with an inappropriate conflict for a demonstration, say so and suggest another.)

2. Have the volunteer pick an appropriate person to be the other party to the conflict. (You may make suggestions or pick someone you think can do well). Have the volunteer tell the other party enough about the conflict for her or him to get into the role. Hand out Observer Guidelines to class members. Tell them that they will be called upon to discuss what they observed in each category on the sheet.

3. Ask the volunteer to approach the other party and practice the steps of **TRIBE**. To provide a barrier in case real anger feelings come up, have disputants sit straddling their chairs so the backs of the chairs are in front of each of them. Coach the party using **TRIBE** as necessary as he goes through the steps.

4. Thank the actors. Get them to shake hands. Discuss the role-play with the class, getting their feedback. If you have time you may do more than one fish-bowl role play. Leave time to process each.

Collaborative Fun

Purpose: To have fun using collaboration

Materials: Collaborative Volleyball Rule Sheet

Time: 20 minutes

Procedure:

1. Describe "Collaborative (Win/Win) Volleyball." Hand out the rule sheet and allow students to read and comment. Does it sound like fun? Would you miss being competitive? Notice how Win/Win Volleyball is similar to and different from competitive volleyball.

2. Have the students pick three games or sports that they would like to devise noncompetitive rules for. (Soccer, softball, basketball, football, tennis, wrestling, etc.). Divide the class (by interest) into three roughly equal groups to work on developing rules for their noncompetitive sport. Use the example of Win/Win Volleyball as inspiration. Set a time limit of 10 minutes. Have each group share their win-win rules. (If they seem enthusiastic, see if you can arrange an opportunity for them to actually play one of these games by their win/win rules).

3. If there is time, close with a game of Knots.
   - Divide students into three groups or groups of 7–10 people.
   - Instruct each group of students to stand in a group circle.
   - Each student puts his right hand into the center and takes the hand of someone standing across from (not next to) him.
   - This is repeated with the left hand and students must be sure that they are holding on to hands of two different people.
   - Now instruct students to untangle the Knot without letting go hands.
   - Allow five minutes for groups to untangle the knot back into a circle or at least a figure eight. If they get hopelessly stuck have them try again. Generally it goes smoothly and is fun.
   - Note that TRIBE skills (cooperation and communication) were used to untangle the Knot.

8.6
HANDOUT

Rules of Collaborative Volleyball

1. Any number of people can play. With only one person to a side, allow one bounce on each side. If many people are playing, substitute beach balls or balloons and use more than one ball.

2. Each person serves until she has accomplished one good serve. If necessary, server can approach the net and throw it over.

3. Only one good serve per server at a rotation is permitted.

4. Patterns of rotation must be definite but need not be the same for each side.

5. Anyone may hit the ball as many times as she chooses, either in succession or alternating with other players.
6. Reaching under the net to help the other team keep the ball in the air is acceptable.

7. The losing side wins the next serve.

8. No one keeps score.

9. People cheer for each other regardless of side.

Ninth Grade Curriculum

Personal Conflict Resolution

Day One: *Introduction to Conflict*
Ground Rules
Introduction to Conflict
Review **TRIBE**

Day Two: *Setting the Stage and Telling*
Power Game
Defusing Anger
"I" Messages

Day Three: *Listening Skills*
Assumptions and Interpretations
What You See is Not What You Get
Concentric Circles

Day Four: *Identifying What's Important*
Positions and Needs
Role-Play in Triads

Day Five: *Underlying Causes*
Limited Resources
Principles and Convictions
The Planet Game

Day Six: *Finding Solutions*
Brainstorm and Evaluate
Fishbowl Role-Play
Closing

Ground Rules

Purpose: To create safe space for students to share personal information.

Time: 5 minutes

Materials: Ground Rules Overhead

Procedure: Present and take questions on the following ground rules:

1. Everyone gets a chance to speak and to be listened to with respect. (No teasing, making fun, calling names, or put downs.)

2. No one is forced to share about their personal thoughts. (Everyone has a right to pass when there is personal sharing.)

3. One person speaks at a time. No interruptions. No side talking.

4. What is said here is held in confidence. Gain agreement that nothing said here will be repeated with any names attached. People won't make comments to someone about what she said here without being invited to do so by the speaker. (This means if Susie says something personal about herself here, she won't be asked about it in the halls the next day unless she brings it up.)

Teacher's notes:

- It is recommended that you actually have the students agree to these ground rules so that they can be referred to later if they are not being followed.

9.1
OVERHEAD

Ground Rules

1. Everyone gets a chance to speak and be listened to with respect.

2. Everyone has a right to pass when there is personal sharing.

3. One person speaks at a time.

4. What is said here is held in confidence.

Introduction to Conflict

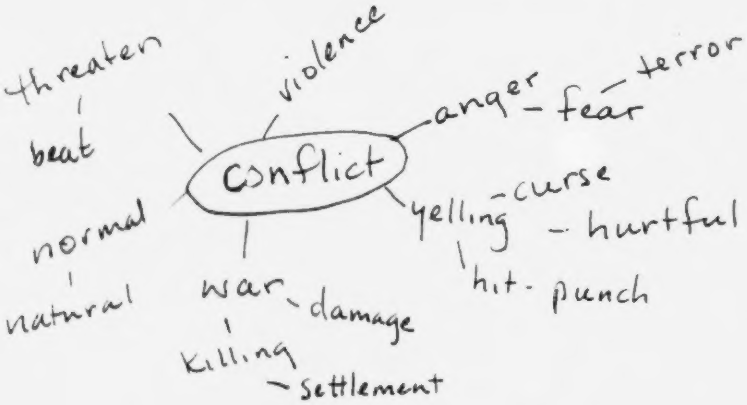
Purpose: To experience conflict as normal and natural
To show that conflict does not have to be bad
To investigate alternative conflict resolution styles

Time: 35 minutes

Materials: Conflict Styles Chart overhead from page 120
Conflict Style Inventory Handout

Procedure:

1. Ask students to brainstorm a list of words associated with conflict. Write these words on the board in the form of a web with the word "conflict" in the center. Group similar words together on the same strand. For example, words that relate to physical violence grouped, words related to feelings grouped. Prompt students to think about potential violent outcomes like war.



2. Ask whether these words tend to be positive or negative. Most will say negative. Is this the way conflict has to be? (Refer to the introduction for ideas about ways to view conflict positively.)

3. Ask the students to list some of the conflicts that they experience. Be sure they include both in-school situations and at-home ones. (You are looking for things like "I argue with my mom over doing the dishes or watching television," not real personal things.) Keep a list of these on newsprint for reference later.

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Introduction to Conflict (Continued)

4. Ask how these conflicts are most often resolved. List these on a sheet of newsprint so they can be saved for reference during the six units. Divide them into categories as they list them: avoid, confront, communicate. Mostly they will suggest that someone wins and someone loses, that there is either confrontation or accommodation.

5. Show the conflict grid. Using two dimensions allows five ways of resolving conflict. Not only is there win/lose, lose/win, and lose/lose, but also win/win. Point out the difference between compromise and collaboration. Discuss the benefits of each method of resolving conflict and the difficulties in always using one style. Point out the benefits of using collaboration (see attached sheet).

6. Hand out conflict styles inventory. Ask students to answer questions and look at how they resolve conflicts. Remind them that there is no right way all the time, and that different styles work well in different situations. (This sheet can also be used as homework, and the questions at the end can be discussed in class the next day.)

Processing questions:
- Does conflict style change based on the relationship between the people?
- What assumptions are made based on the relationship?
- How do these differences in how we perceive one another show up when we are trying to solve conflicts?
- Do we assume that because we have labeled someone our "enemy" that they are hostile?
- How might things turn out differently if we assumed goodwill on the part of someone we were in conflict with? Or at least neutrality?

Conflict Styles

The lower left hand corner of the conflict grid is **AVOIDANCE.** That is where someone is neither meeting their needs nor the needs of others. They are neither assertive nor cooperative. This style can be very appropriate if one wishes to diplomatically sidestep an issue, if there is a threat with which one is unable to deal. However, it also means that one does not address the issue and this can lead to later problems. It is appropriate as a way to have a "time-out."

The lower right hand corner is aggressive, **COMPETITIVE** behavior. This is the person who wants his own way every time regardless of the impact on others. It is appropriate behavior on a football field; football teams don't cooperate. However, it can be very destructive to relationships. What happens if one friend is mainly competitive? What happens if someone always uses power to win? One of the negative results of competition is that those who lose may get resentful and do things to undermine the other person's "win."

The top left is the **ACCOMMODATOR**. This person is cooperative and unassertive. He is more likely to think of other people's needs rather than his own. There is an element of self-sacrifice in this mode. It could be appropriate for someone who is going on a date and thinks it is more important to be with this person than to see the movie he is interested in. If one does it all the time people may think he is "nice" but start taking advantage of him. He may end up feeling bad about both the other person and himself (for being a "wimp").

The fourth and middle position is **COMPROMISE.** To compromise means to give a little to get a little. The solutions this person reaches are usually expedient and mutually acceptable, but nobody gets all of what he wants. Compromising gives up more than competing but less than accommodating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position. It is not the same as collaborating.

To **COLLABORATE** is to be both assertive and cooperative to a great degree. It means knowing what you want and also paying attention to what the other person wants. It is the opposite of avoiding. Collaboration involves an attempt to work with the other person to find some solution that fully satisfies the concerns of both persons. It means digging into an issue to identify the underlying concerns of the two individuals and to find an alternative that meets both sets of concerns. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights, concluding to resolve some condition that would otherwise have them competing for resources, or confronting and trying to find a creative solution to problems. It means finding the common ground as a basis for moving forward together. It leads to win/win solutions, *mutually* satisfactory agreements.

9.1

Conflict Style Inventory Worksheet

Write what conflict style you usually use in the following circumstance:

a) Avoid
b) Compete
c) Accommodate
d) Compromise
e) Collaborate

1. You see a friend (peer) riding your bike without permission ______________
2. You see an adult friend riding your bike without permission ______________
3. You see a stranger riding your bike without permission ______________
4. You see an enemy riding your bike without permission ______________
5. You need help from a friend with a project ______________
6. You need help from an adult friend with a project ______________
7. You need help from a stranger ______________
8. You need help from an enemy with a project ______________
9. A friend calls you a name not your own ______________
10. An adult friend calls you a name not your own ______________
11. A stranger calls you a name not your own ______________
12. An enemy calls you a name not your own ______________

Conflict Style Inventory Worksheet (Continued)

13. A friend asks to borrow something ______________

14. An adult friend asks to borrow something ______________

15. A stranger asks to borrow something ______________

16. An enemy asks to borrow something ______________

17. You see a friend with your girl/boyfriend ______________

18. You see an adult friend with your girl/boyfriend ______________

19. You see a stranger with your girl/boyfriend ______________

20. You see an enemy with your girl/boyfriend ______________

21. A friend spills something on you in the lunchroom ______________

22. An adult friend spills something on you in the lunchroom ______________

23. A stranger spills something on you in the lunchroom ______________

24. An enemy spills something on you in the lunchroom ______________

25. A friend bumps into you in the hall ______________

26. An adult friend bumps into you in the hall ______________

27. A stranger bumps into you in the hall ______________

28. An enemy bumps into you in the hall ______________

9.1

Conflict Style Inventory Worksheet (Continued)

Transfer your answers from the previous questions to the answer sheet below.

a) Avoid
b) Compete
c) Accommodate
d) Compromise
e) Collaborate

Friends	**Adult Friends**	**Strangers**	**An Enemy**
1.____	2. ____	3. ____	4. ____
5. ____	6. ____	7. ____	8. ____
9. ____	10. ____	11. ____	12. ____
13. ____	14. ____	15. ____	16. ____
17. ____	18. ____	19. ____	20. ____
21. ____	22. ____	23. ____	24. ____
25. ____	26. ____	27. ____	28. ____

Looking this over, what generalizations would you make about your conflict resolution style?

What style do you favor?

Under what circumstances do you do something different?

Is there anything you would like to change about your conflict resolution style?
If so, what?

Is there anything you especially appreciate about your conflict resolution style?

TRIBE Review

Purpose: To review the steps of **TRIBE**

Time: 5 minutes

Materials: **TRIBE** Poster

Procedure:

1. Review **TRIBE** using the poster or an overhead

2. Lead a discussion on the subject:

"Seek first to understand and then to be understood."
(Stephen Covey, **Seven Habits of Highly Successful People**)

What does this mean? How does it apply to conflict resolution? How do we understand someone who is different from us? How do we make ourselves understood?

Teacher's Notes:

- The normal pattern people have is to first try to be understood and this often leads to two people trying to tell each other their story and no one listening.
- Although in TRIBE we start by "telling," we are only telling the person that *there is a problem.* One person has to take responsibility for starting a discussion about an unpleasant (conflicted) situation. The TRIBE user approaches the situation with the attitude ("tude") that they are seeking to understand the other person's point of view at least as much as they are seeking to be understood.
- It is actually a circular process in which we tell and listen, tell and listen. Without understanding the other's concerns, we may be telling about something which is not even relevant to the problem. Taking time to understand the other person's point of view is crucial.

9.2

Power Game

Purpose:	To explore power as an underlying issue in conflict situations. To observe how power is commonly used and to consider alternatives. To notice we have choices about how we use or give away our power.
Time:	25 minutes
Materials:	A sheet of newsprint A deck of playing cards, with no picture cards

Procedure:

1. Have students brainstorm a list of things (i.e., a car), experiences (i.e., travel) or states of being (i.e., happiness) that students want (value). Put this list on a sheet of newsprint.

2. Choosing from the above list, have each student prioritize her top five wishes.

3. **Hand out one playing card to each student. Each student will have as much resources as the number on his card. Each may "bid" for the things or experiences or states of being on the list. They can only bid whole numbers (no fractions). They may talk with each other during the bidding. Don't answer questions about whether they can cooperate or trade with each other.**

4. Take the bidding as in an auction. Write next to each item who won it and for how much.

Questions for discussion:

- If you had more than five, how did you feel when you first saw what you got?
- How did you feel at the end of the game?
- If you had five or less, how did you feel when you saw what you got?
- How did you feel at the end of the game?

Power Game (Continued)

6. Bring up the concept of power. Brainstorm some ways that power is expressed.

Further questions for discussion:

- How could this game be played that allows everyone to have what she wants?
- Did anyone try to share, using communication skills to get what they wanted?
- Did anyone try to pool resources to get something that could be shared, especially an experience of state of being?

Teacher's Notes:

- This exercise may lead to some negative feelings, which must then be defused.
- The next activity is defusing anger and there may be a natural bridge to that.
- Remember that the first step in calming others is to actively listen to them.
- Take time to listen to any students who are angry about the game and use it to make the point.

9.2

Defusing Anger

Purpose: To review the process for defusing anger

Time: 5 minutes

Materials: CALM Overhead (Page 25)

Procedure:

1. Review CALM. The first step is to calm yourself. What are some of the things you do to calm yourself?

2. Brainstorm two lists on how to handle angry people: one for handling oneself and one for handling others. What has worked for the students in the past?

3. Look at power relationships. Is it different to calm someone less (or more) powerful than yourself?

4. Remind students that the first step in **TRIBE** is to **Stop**. Review Stop and Think (see Page 5).

"I" Messages

Purpose: To practice initiating a conversation about a conflict while enhancing further communication

To review the role of blame and judgment in conflict

Materials: "I" Message Overhead (Page 6)

Time: 15 minutes

Procedure:

1. **Before class**, review for yourself the material on "I" messages in the sixth and eighth grade curricula.
2. When both parties are relatively calm, one needs to say what is bothering her. Review the parts of an "I" message (Page 28)

Teacher's Notes:

- Who owns the problem? If I own the problem it is up to me to bring it up. If I am feeling hurt or angry, I own the problem. If Johnny is going out with Suzy and this makes me angry because I used to date one of them, I own the problem. Even if the person of my gender is my friend, he probably won't bring it up because he isn't feeling uncomfortable. If he is uncomfortable, but I am too, then it is still up to me to bring up the issue.
- "I" messages don't imply blame of anyone. It is not a judgment. It is important to remember that each person has an equally legitimate point of view. No one knows how another is feeling or should feel, or what another experienced without listening. It is necessary to explore all points of view to identify the problem so that solutions can be found.
- Remind students to use feeling words about their own experience and non toxic, non blaming, non judgmental language in the "when you" part. It is also very important to have the "because" be about the speaker and not a judgment on the listener.

Homework: Students can identify situations in which they have gotten angry (notice the "anger triggers"). They should point out:

a. who owns the problem.
b. how to set the stage.
c. write an "I message" they could have used that would not have escalated the conflict.

Assumptions and Interpretations

Purpose: To learn how assumptions based on perceptions can create conflict and interfere in effective speaking.

Materials: Conflict Styles Worksheet for reference

Time: 10 minutes

Procedure:

1. Teacher will describe a situation and students will tell what they think is happening. For instance: Joe pushed Mary. What interpretations could one make about this situation?
2. Let the students brainstorm interpretations. Be sure some are positive and some negative. Referring back to the first lesson with the Conflict Styles Worksheet: If I assume (interpret) that Joe and Mary are friends, I might think they were playing; if I assume they were enemies, I might think he was trying to hurt her; if I know nothing about their relationship, I might think he was trying to protect her from falling in a hole or stepping in something unpleasant. All of these are assumptions that have a great deal to do with how we interpret and evaluate a situation.
3. Have students give at least two interpretations of the following:

   John is reading a note.
   Marty's face turned red.
   Betty searched through her purse.
   Barbara looked at Peter's paper.
   Beth got up and left the room.
   Reid was called to the office.
   Kelly opened Ruth's purse.
4. Ask the students what might happen if they misunderstood the meaning of the gesture. Have they ever had a misunderstanding or gotten into a conflict because of assumptions that were wrongly made?

Teacher notes:

- Although we all perceive what we perceive, we must learn to distinguish between the data (Joe pushed Mary) and the judgment (he was being mean to her). What intervenes is our *interpretation*.
- Feelings also flow from assumptions. I might *admire* Joe if I assume he was helping a stranger and I might be *afraid* of him if I thought him capable of doing harm to a friend. Those are emotional responses not based on the act, but on our interpretation of the intention behind the act.

What You See is Not What You Get

Purpose: To learn some components of effective communication
To demonstrate the value of clarifying what is being said

Materials: Several normal household items of various shapes

Time: 15 minutes

Procedure:

1. Explain the purpose of this activity to the students. This activity is to notice how we get into conflict with someone because the receiving party does not checkback with the sender to make sure that he has really understood what the sender intended.

2. Have one volunteer sit in a chair in the middle of the front of the room facing away from the blackboard. Leave several feet of room between the chair and the blackboard. This is the **describer**.

   Have a second volunteer briefly leave the classroom (or face the blackboard). This is the **drawer**.

   The rest of the class will be observers. They should be told to take notes on what differences they see between what is said and what is drawn.

3. Show the volunteer in the chair (the **describer**) and the rest of the class a common household object and then put the item out of sight.

4. Have the second volunteer, who has not seen the object, (the **drawer**) return to the room (or turn around).

5. The **describer** is now going to try to get the **drawer** to draw the object on the blackboard without using the name of the object or any of its parts or uses. The **describer** has to give directions as if he does not know what the object is or is used for. "Draw two parallel curved lines" is permissible. "Draw a handle" is not.

6. The **describer** must have his back to the blackboard so he cannot see what the **drawer** is drawing. The **drawer** may *not* ask questions.

What You See is Not What You Get (Continued)

7. The **describer** continues until he believes he is done or until the **drawer** indicates he can identify the object. Have the **drawer** at the blackboard make a guess and then show the **drawer** the original object. Have the **describer** look at the picture on the board.

8. Process the first round immediately, before doing any other versions. First ask the students who are watching to say what they saw about the differences in what was mean and what was understood. Have them share some of their observations about what worked and what didn't. Then ask the **describer** and **drawer** to talk about how their communication felt.

9. Most students will think that they can do better than the first pair (and they may do better because they just learned some about effective communication). Have a second pair of students repeat this procedure. Discuss whether experience is enough to create clear communication.

10. Then for the third time through change the rules and allow the **drawer** to ask questions.

Discussion questions (Refer to 8th grade communication model, Page 137):

- What made the third time more successful?
- Are there times in your life that you think you are communicating something (like the person in the chair) but the other person may not be getting it? Get some of their examples.
- Are there times that you think you understand what someone has said and then it turns out you haven't?
- What could you do to make sure you understand other people? *(Ask questions, look for confirmation.)*
- What can you do to make sure other people understand you? *(Ask them to repeat what they heard, checkback.)*

Concentric Circles

Purpose: Students will practice listening skills
Students will develop appreciation for one another's strengths

Time: 20 minutes

Materials: Chairs that can be arranged in a circle

Procedure:

1. Remind students of the ground rules. We are asking people to talk about subjects that may have emotional content, so it is especially important that the listeners be respectful: no put downs.

2. Divide the class in half with half in each of two concentric circles. Each person on the inside ring has a partner facing him/her on the outside ring.

3. Say: "In a few minutes I will ask the person in the inner circle to begin talking on a topic that I will name and to continue discussing it for about two minutes. Each time you switch partners, I will give different directions about how the person is to listen to you. When I call time on the conversation, the people in the outer circle will move one chair to the right. Then, having just been the listeners, they will now be the speakers, this time with a new partner."

4. Give these directions at the end of each round:

   The First Round—When someone speaks, the listener should ignore him.
   The Second Round—When someone speaks the person should disagree.

5. At this point, ask the students how it feels to be listened to this way. Hopefully some of the negative comments about bad listening will allow the teacher to make the point that how we are listened to impacts how we speak, and if students are bored in class, they can notice how they are listening as well as how the teacher is speaking.

6. The Third through Fifth Rounds—The listener will *listen actively*.
   Vary the active listening each round by asking the students to give only nonverbal cues the first time, • summarize and paraphrase the second time, and • ask questions and clarify by stating unstated feelings the third time.

Concentric Circles (Continued)

- Active listening means that she will maintain eye contact with the speaker, pay attention to what the speaker is saying, and ask only such questions and make such comments as will help the speaker get deeper into her feelings and clarify her own thoughts.
- The listener should give feedback, but avoid interrupting or sidetracking the speaker with criticism, advice or accounts of the listener's own experiences.

7. You may decide whether you prefer for students to trade thoughts on one subject before moving on, or to discuss the same or different topics with each person.

Process at the end of each round by asking the speakers how it feels to be listened to in that way. Suggested topics (since it begins with poor listening, ask less risky questions at first):

1. A movie I enjoyed recently.
2. Something I really enjoy doing.
3. A person I really respect, and why.
4. Some ways I show respect for myself.
5. A time I did the right thing even though I felt some fear.
6. A way that I take care of myself or am good to myself.
7. Something I've learned in my life that has been important to me.
8. Something I've done of which I'm proud.
9. Something I'd like to do in this coming year of which I can be proud.
10. A goal I have and some things I'm doing to accomplish it.

8. Possible discussion questions at the end of the 5 rounds:

- How did the last three rounds of the exercise feel different from the first two?
- How does using active listening help us to communicate better?
- Where can you use this skill?
- Where would it be uncomfortable to use it? (In some homes, kids could get in trouble. They may need to make changes slowly.)

Positions and Needs

Purpose: To explore the underlying issues which create conflict
To learn to identify the needs in a conflict and distinguish them from the positions

Time: 15 minutes

Materials: Positions/Needs Worksheet Handout

Procedure:

1. Discuss with the class: Every human being has certain needs. Abraham Maslow gave the following hierarchy of needs: **survival, safety, love/friendship/ association, self-worth, and self-fulfillment**. Most conflicts are basically about someone having some unmet need. Often by the time a conflict is acknowledged it has escalated and the underlying need is no longer visible. Perhaps one person feels that in order to hang with a particular group of people, he has to show that he is not afraid of a fight. So the position is "I want to fight him." The need is "I want to feel accepted."

2. To give an example of the difference between positions and needs, tell the story of the Orange Auction, where one party needs the peel, another the juice, and the third the seed (see Page 111). These are the needs, but if they are not explored, only the position: "I want all the oranges" shows up.

3. Ask the students to find the underlying needs in the following examples.

Position: If you interrupt me again, I'm leaving.
Need: To be heard, to be respected, to feel valued, as if one has something of importance to say.

Position: Change your clothes right now or you're not going with us.
Need: To feel accepted in public, to feel comfortable in your company.

Position: If you're late one more time, I'll never go out with you again.
Need: To feel important and respected by you.

Positions and Needs (Continued)

Teacher's Notes:

- Notice that this is only one interpretation of what the underlying need is. Let the students offer others. Only the person whose need it is knows what he wants.
- The needs are discovered by *reflective listening*.
- These statements are phrased as "you" statements, rather than "I" statements. "I" statements would let the listener know what it is that the person feels and why. Position statements are often judgments or threats that are conversation blockers.
- These statements end with threats that could be considered the "position" but it isn't really what the person wants (needs). They don't want to not speak with the person or not go out with the person. What they really want is to change the person's behavior.
- Another way of articulating this difference between interests and needs is finding the underlying issue. The first step in problem solving is identifying the issue. Only when the *real* issue is identified can brainstorming come up with *real* solutions.

4. Have students complete the worksheet in triads. Remind them to take everyone's point of view into account and be sure that each person contributes. This is an opportunity to practice active listening with each other while resolving a problem (any difference in point of view they may have about what the need is), as well as learning about underlying needs.

Positions and Needs Worksheet

For each of the following examples of **Position** statements, write the corresponding **Need**.

1.**Position:** If you wear any of my clothes one more time, you're going to get it.
Need:

2.**Position:** You never pay me back on time. I always have to squeeze my money out of you. I'm never going to lend you money again.
Need:

3.**Position:** If I see you talk to him/her one more time, we're through.
Need:

4.**Position:** I can run faster than any of those dumb guys who made the track team.
Need:

5.**Position:** If you don't get rid of that gun, I am going to tell the principal.
Need:

7.**Position:** Stop putting me down or I won't speak to you again.
Need:

9.4

Positions and Needs Answer Sheet

For each of the following examples of **Position** statements, write the corresponding **Need.**

1.Position: If you wear any of my clothes one more time, you're going to get it.
Need: *I need to feel that I have the first choice of my clothes.*

2.Position: You never pay me back on time. I always have to squeeze my money out of you. I'm never going to lend you money again.
Need: *I need to know what money I am going to have and when.*

3.Position: If I see you talk to him/her one more time, we're through.
Need: *I need to feel secure in my relationship.*

4.Position: I can run faster than any of those dumb guys who made the track team.
Need: *I need to feel good about myself and running is one area I think I am good.*

5.Position: If you don't get rid of that gun, I am going to tell the principal.
Need: *I need to feel safe and secure in school.*

7.Position: Stop putting me down or I won't speak to you again.
Need: *I need to feel respected.*

Role-Play

Purpose:	To practice the skills in the first steps of **TRIBE**
Time:	30 minutes
Materials:	Role-Play Descriptions in a form that can be handed to each participant Feedback Handout Observation Sheet (from the introduction, Page 16) A student prepared to assist in the demonstration

Procedure:

1. Review the guidelines for setting up role-plays as described in the introduction.
2. Give a demonstration. Have selected and coached someone before class to play the other role. *Make up a situation from the list that the students brainstormed in the first lesson.* Tell students they are to act as observers and to pay attention to how well the person designated to use **TRIBE** follows the steps. (For demonstration and role-play, the time and place need to be checked out in the Stop and Think stage but then treated as okay so the role-play can proceed.)
3. Review the handout on feedback with the class after passing it out.
4. Do the following role-plays in triads. Two students are disputants and one is an observer to make sure that they follow the **TRIBE** procedure. Before handing out the role-plays, have students get into groups of three and decide among them who is A, B, and C.

Teacher's Notes:

- There are three role-plays so that each person gets an opportunity to be the person who owns the problem and is practicing **TRIBE**.
- The observers have a sheet with points to notice so that they can give good feedback. They also have an outline on how to give feedback.
- The speakers and listeners should be coached on only going through the first steps: setting the stage, speaking so "I" can be heard, reflectively listening and identifying the issue.
- Each round will consist of a total of about seven minutes; two to set up, three to play the roles, and two to get feedback from the observers. You will need to circulate to troubleshoot and make sure students are on task and on time.

Role-Plays

In the lunchroom:

Student A passed behind Student B with a tray of food. Student A dropped his plate on Student B. Student A says it was unintentional. Student B says it was intentional. Student B will be the one practicing **TRIBE**.

#######

Getting on the bus:

Student A trips over Student C's book bag, which was on the sidewalk, and falls. Student C laughs and draws attention to Student A. Student A will be the one practicing **TRIBE**.

#######

At the lockers:

Student C is putting his books in his locker. Student B is coming down the hall with a group of his friends. He bumps into Student C, (Student B says unintentionally.) Student C will be the one practicing **TRIBE**.

Giving Feedback

1. Feedback is an opportunity to contribute to someone. There is a great deal we cannot see about ourselves from the inside. However, it must be given in the spirit of helpfulness and not hurtfulness.

2. To be helpful, the recipient must be open to receiving what is said as *information* not truth. It is another person's point of view and we can make of it what we will. Regardless of the goodwill or ill will of the other person, it is her *point of view*.

3. Feedback is best delivered when the recipient is open to hearing it. This may be a designated time or it might be best to check with the person if they *would like feedback now*. Ask if the recipient is open to hearing some feedback.

4. When the recipient has agreed to receive the feedback, it is always best to start with something positive. There is always something the person has done well or something positive about the person that can be acknowledged. (This is also feedback.) If it is important to put in correction, it can be done in the context of acceptance of the person and understanding of the circumstances in which the thing needing correction took place.

5. It is most helpful to be *very specific* in giving feedback. Rather than saying "I think you did a great job," it is more helpful to say this: "I liked the way you reflected his feeling when he told you how angry he was about not getting his money back at the appointed time."

6. Believe it or not, people have as much difficulty, if not more difficulty, hearing positive feedback as negative. So it is important that you give more *positive* than negative feedback, especially when someone is unsure about learning a new skill.

Underlying Causes

Purposes: To identify other possible underlying issues involved in conflict
To notice that with different issues, different approaches are required to resolve the conflict

Time: 25 minutes

Materials: Limited Resources Worksheet
Convictions/Principles Worksheet

Procedure:

1. Discuss with the students:

   Another cause of conflict, besides unmet needs, is competition for limited resources.

   > As we saw in the orange auction case, sometimes conflicts over resources can be solved by finding out that the underlying needs are different (one needs the juice, one the seed, and the other the peel) even when it seems as if both want the same limited resource. It is always worth exploring the possibility that from a *larger framework*, the problem can be solved with the resources at hand.

2. Set up the Nine-Dot Exercise (see graphic below). Put nine dots on the board in three rows of three. If you were to trace around the outside dots, you would get a box. It would consist of four lines. The exercise is to touch *all* nine dots with four straight lines without retracing a line or picking up the pencil. The solution to the problem requires that one go outside the box and use the space around the "box." This is also the case if you are going to solve a conflict with limited resources without becoming a win/lose proposition.

3. Hand out the limited resources worksheets and have the students work through the problems in pairs. Remind them to use good listening skills if they have differences of opinion.

Underlying Causes (Continued)

4. Discuss with the students:

Another source of conflict is **differences of convictions, principles, or priorities.** What do you do when you are in a conflict with a friend over a difference in beliefs?

Points to Make:

- If the underlying cause of the conflict is differences in values and convictions, it may mean that resolution will require exploring those differences and assisting the parties to allow one another to live and let live.
- Before accepting that resolution, one can explore the possibility of a larger framework in which there can be some common ground. Again, refer to the nine dots, by expanding the context. We may be able to find a solution that meets both people's needs.
- This may involve reframing the problem to a context that sounds like: "how can we have x while still having y." For example, how can we acknowledge the sanctity of (even a murderer's) life while at the same time feeling protected from murderers (this in response to the apparent contradiction between capital punishment to prevent murderers having the possibility of parole and those who feel it is wrong to take any life.)
- Another possibility when it seems that a conflict is an unresolvable difference of beliefs is to look at the data each party has collected to support his beliefs. If there is some agreement on the data, sometimes each person can see the possibility of interpreting that data differently than they have so far.
- Often, in conflicts over convictions, people feel very strongly about their point of view. If they remember that feelings are often the result of assumptions, sometimes they can go back to the original data and consider the possibility of reinterpreting it. The choice of what data one collects is usually a reflection of one's beliefs and convictions, rather than the other way around.
- In the examples on the convictions/principles worksheet, state the issue and at least one way of framing it to acknowledge the validity of both sides.

5. Hand out the convictions/principles worksheet and have the students in pairs state the issue and at least one way of reframing it to acknowledge the validity of both sides.

9.5

Limited Resources Worksheet

In the examples below, what are the resources that seem to be limited? Is there a way of expanding the resources to solve the problem?

Sam: You borrowed $20 from me last week. I need it back today because I told Jane we'd go to the movie tonight, and I can't do it without some cash.

Dan: I don't have the cash today. I can give it back to you on Monday.

Limited resource:

Expanded resource:

#######

Kim: You are always asking stupid questions in math class, wasting everyone's time. It's really important to me that I do well on the end of year tests, and I won't be able to do well if we don't cover all the material.

Rachel: The teacher always tells us that if we have questions we should not feel embarrassed to ask them. I study really hard, and I want to make sure that I understand what's going on. You have no right to call me stupid. You're the stupid one.

Limited resource:

Expanded resource:

#######

Son: Dad, I want to borrow the car tonight. I have a date, and I promised I'd take her to see this great movie.

Dad: No, you can't have the car because I have to go to a meeting.

Limited resource:

Expanded resource:

Convictions, Principles and Priorities Worksheet

In the following examples, tell what is the conviction, principle, or priority that the two people differ about and what they have in common.

Father: I want you to do your homework now. It is important to me that you do well in school. I don't care whether or not you have a social life right now. What is important is that you do well in school so you can get a good job and support yourself later on.

Daughter: I'd rather go out with my friends. Being popular is more important to me than school. I don't need to be able to support myself. I will meet a great guy and he will make a good income, and whether or not I had good grades in school won't mean a thing.

Value difference:

Common ground:

#######

Sarah: Boy I spent all day Saturday protesting in front of that abortion clinic. It was great! We're going to shut that place down so that no one will be able to murder innocent little babies anymore.

Kurt: You mean you're one of those people that cares more about babies before they're born than after. You don't care if babies are born to people who want them or who will love them. Why you're just causing future child abuse.

Value difference:

Common ground:

#######

Bob: All the guys are going drinking Saturday night after the game. I'm looking forward to the party at Jim's house since his parents will be away.

George: You're crazy to go over there. Don't you know what will happen if you get caught. Jim's neighbors know his parents are gone and they'll be the first to call the cops. I wouldn't be caught there. I want to be a lawyer some day and I don't need an arrest on my record.

Value difference:

Common ground:

9.5

Limited Resources Answer Sheet

Sam: You borrowed $20 from me last week. I need it back today because I told Jane we'd go to the movie tonight, and I can't do it without some cash.

Dan: I don't have the cash today. I can give it back to you on Monday.

Limited resource: *Money.*

Expanded resource: *Maybe Dan can borrow from someone else to give to Sam until he has money on Monday. Maybe Dan can help Sam find alternative entertainment to share with Jane. Maybe Dan has a service that would help Sam come up with the resources he needs: i.e., mow Sam's dad's lawn.*

#######

Kim: You are always asking stupid questions in math class, wasting everyone's time. It's really important to me that I do well on the end of year tests, and I won't be able to do well if we don't cover all the material.

Rachel: The teacher always tells us that if we have questions we should not feel embarrassed to ask them. I study really hard, and I want to make sure that I understand what's going on. You have no right to call me stupid. You're the stupid one.

Limited resource: *Time in class.*

Expanded resource: *Maybe Kim can tutor Rachel after school, or maybe there is a time after class when Rachel can ask questions of the teacher, or maybe while the class is doing seat work, Rachel can ask her questions.*

#######

Son: Dad, I want to borrow the car tonight. I have a date, and I promised I'd take her to see this great movie.

Dad: No, you can't have the car because I have to go to a meeting.

Limited resource: *Use of the car.*

Expanded resource: *Dad could drive the kids and drop them off and pick them up. Maybe someone else could drive them. Maybe she has a car, and her parents would let them take it. Maybe the son could drop off and pick up the Dad.*

Convictions, Principles and Priorities Answer Sheet

Father: I want you to do your homework now. It is important to me that you do well in school. I don't care whether or not you have a social life right now. What is important is that you do well in school so you can get a good job and support yourself later on.

Daughter: I'd rather go out with my friends. Being popular is more important to me than school. I don't need to be able to support myself. I will meet a great guy, and he will make a good income, and whether or not I had good grades in school won't mean a thing.

Value difference: *Father wants daughter to do well in school so he can be self-sufficient. Daughter feels she will be taken care of, that social life is more important than school work.*

Common ground: *They are both concerned about her future. How can she get good grades in school and still have a satisfactory social life?*

#######

Sarah: Boy I spent all day Saturday protesting in front of that abortion clinic. It was great! We're going to shut that place down so that no one will be able to murder innocent little babies anymore.

Kurt: You mean you're one of those people that cares more about babies before they're born than after. You don't care if babies are born to people who want them or who will love them. Why you're just causing future child abuse.

Value difference: *One thinks abortion is murder. The other thinks abortion helps society.*

Common ground: *They both care about children. How can there be concern for children both born and unborn?*

#######

Bob: All the guys are going drinking Saturday night after the game. I'm looking forward to the party at Jim's house since his parents will be away.

George: You're crazy to go over there. Don't you know what will happen if you get caught. Jim's neighbors know his parents are gone and they'll be the first to call the cops. I wouldn't be caught there. I want to be a lawyer some day, and I don't need an arrest on my record.

Value difference: *One thinks fun is more important. The other thinks that a future career is more important.*

Common ground: *They enjoy their friendship. They want to have a good time Friday night. How can they have a good time together with their friends Friday night without getting into trouble?*

The Planet Game

Purpose: To identify how stereotypes and judgment about others hinder us from resolving conflicts
To show that judgments are powerful and quick
To distinguish judgment from data

Time: 20 minutes

Materials: The handouts describing Planets A, B, and C

Procedure:

1. Divide the class into three groups. Each group will be assigned to a planet and told to prepare the answers to the questions on their sheet and then practice communicating as stipulated on the sheet. (This communication pattern will be referred to as a "culture.") The groups must be physically separate enough so they can't overhear one another while they plan and practice.
2. After each group has established its own culture, representatives from each group visit the other groups. In other words, with 36 students, there will be 12 in each group. Three from A go to B, three from B go to C, three from C go to A. This leaves nine as a host culture in each group. Members of each group should continue to communicate as they have been practicing. (If you have less than 30 students, only use planets A and B and have about 1/4 to 1/3 be visitors at any one time.) The visits need last only two or three minutes before they get discouraged with trying to communicate with each other.
3. After each culture has had an opportunity to experience each other culture both as a visitor and a host, bring the group back together. (If you are only using two planets, have at least two turns at visiting.)
4. Keeping people seated together by planet, ask each group to describe the other two groups. Make a chart on the board with columns for each planet. Underneath, write the words they use to describe each other. Invite them to use adjectives.

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The Planet Game (Continued)

5. After each group's description is written up, ask the students to characterize the words they used to describe each other. There will probably be plenty of judgment words, generally negative judgments. Ask the group being described if it is a judgment or data. Mark each word accordingly (perhaps with a different color.)

Teacher's Notes:

- Point out how quickly we come to discriminate against those who are not like us. How quick we are to be negative about differences. (They were only in their culture a few minutes.)
- Point out the words that are only descriptive, like "like to be close," or "talk loudly." These are not judgment, they are information.
- Ask the students to notice the difference between judgment and information and consider how they can move away from their judgment and be more aware of differences as neutral. This is what they will need in order to resolve conflicts, as it is hard to hear someone tell you her problem when she is judging you or vice versa.
- This is related to the exercise on assumptions. Based on our assumptions, we make judgments about people that may get in the way of being able to resolve our differences.
- Ask the students if they have experienced a conflict where the problem resulted from a misinterpretation of data, a judgment which if seen neutrally, might be interpreted differently.

The Planet Game (Continued)

Planet A

The beings from your planet like to huddle together and speak very softly. If a person is not touching you, you cannot talk with them.

Work together as a group to answer the following questions:

1. What is the name of your planet?
2. What is the weather like on your planet?
3. What does your being eat?
4. What is the best thing about the way your beings communicate?
5. What is the hardest thing about the way your beings communicate?

Planet B

The beings from your planet feel most comfortable talking across a long distance. Anyone closer than two arm-lengths is in your personal space. All conversations are carried on in loud tones so that you can be heard.

Work together as a group to answer the following questions:

1. What is the name of your planet?
2. What is the weather like on your planet?
3. What does your being eat?
4. What is the best thing about the way your beings communicate?
5. What is the hardest thing about the way your beings communicate?

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The Planet Game (Continued)

Planet C

The beings from your planet may talk only with members of the opposite sex. If they want to say something to someone of the same sex, they must get someone from the opposite sex to relay their message. In the same way, they can listen only to someone of the opposite sex. If someone of the same sex tries to speak to them, they turn away, and ask someone of the opposite sex to relay the message.

Work together as a group to answer the following questions:

1. What is the name of your planet?

2. What is the weather like on your planet?

3. What does your being eat?

4. What is the best thing about the way your beings communicate?

5. What is the hardest thing about the way your beings communicate?

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Brainstorm and Evaluate

Purpose: To practice brainstorming
To review the steps in brainstorming
To review the criteria for a good agreement

Materials: Brainstorming Overhead (Page 9)
Evaluate Overhead (Page 10)

Time: 20 minutes

Procedure:

1. Review the steps in brainstorming as shown on the overhead.

2. Students will brainstorm what happens if they don't reach an agreeable solution through **TRIBE**. For instance, if two students have been stopped in the middle of an argument because one borrowed a jacket from the other and the other hasn't given it back. What will happen if they don't resolve the conflict through **TRIBE**?

3. Write a list on the board of all the alternatives they come up with.

Points to make:
- Point out that these choices are always available to them. They are called by some BATNA (Best Alternative to a Negotiated Agreement) or WATNA (Worst Alternative to a Negotiated Agreement).
- In what situations would they choose the alternatives rather than take the time to go through the process?

4. Brainstorm a list of situations in which it is worth the trouble to use **TRIBE**.

5. Review criteria for choosing a solution after brainstorming:
- Mutually satisfactory -- both parties feel their needs got met
- Realistic—doable, not making promises for third parties
- Future oriented—provides a future that works for both parties
- Balanced—each party has responsibility for something
- Specific—be sure that the details are covered so the agreement doesn't become a source of future conflict

6. Take one of the conflicts from the Convictions, Principles, and Priorities Worksheet, and use one of the common ground questions to generate a list of possible solutions. From this, ask the students which they would choose among the brainstormed solutions. Does this solution meet the criteria in Step 5?

Final Role-Play

Purpose: To evaluate learning for the group
To practice all the skills of **TRIBE**, with particular emphasis on Brainstorming and Evaluation

Time: 20 minutes

Materials: List of issues from first class or copy of role-play below
Observation Worksheet from introduction, (Page 16)

Procedure:

1. Review for yourself the section in the front of the manual on Role-Plays (see Page 11-14).

2. Set up a fishbowl role-play. This means that the whole group gets to watch one pair of people negotiate with each other. You can either use the role-play outlined below, or you can use a conflict from the list generated by the students on the first day.

3. Set up the role-play as described in the introductory section on role-plays so each party knows his role. The students not in the role-play are all given observation sheets.

Teacher Notes:

- If you are doing a role-play from the list generated by the students, have the person who is experiencing the problem describe in some detail what her position is and what the position of the other party is. Have another student volunteer to play the other party.
- The student who has the problem will be using **TRIBE** to resolve the conflict. The other party can be difficult, but not impossible.
- You want to be very careful to monitor the students to be sure that feelings don't get out of hand.
- Whether you are using the written role-play, or a role-play from the students, have them go through all the steps of **TRIBE**.
- When they have brainstormed and evaluated their solutions, let them choose a solution and check if it meets the criteria above.

4. Have all the students give feedback about what goes well. Be sure each one fills out his observation sheets and gives specific feedback.

9.6

A Role-Play for the Fishbowl

Sam: I heard that Tim was threatening to fight me on the back parking lot after school. Tim has been a friend of mine but recently he started hanging with a different group of kids that I don't approve of because they are known to use dope. I said something about that to someone who repeated it to Tim, and now he is mad at me and wants to fight me. I don't see what I did wrong to say he must be using dope since everyone knows that group of kids does and why else would he be hanging with them?

Tim: I heard that Sam called me a dopehead. Just because I no longer hang out with the kids he hangs out with is no reason to make fun of me or get me in trouble. If someone heard her/him say that and it got back to my family, I'd be in big trouble. I have a sister who goes to school here, and she'd be happy to tell my parents that I am doing something wrong just so she'd look better. Now I've even been told that Sam is planning to meet me in the back parking lot to fight this afternoon. I don't want to fight, but I can't let my new friends think I'm a wimp.

Closing

Purpose: To leave with a positive feeling about the experience
To experience "put ups" instead of "put downs"

Time: 5 minutes

Materials: None

Procedure:

1. Invite students to stand in a circle. Each person says one appreciation of the person to her left or of one person in the room. Put it in the context of feedback; that it should be specific.

Teacher notes:

- It is important in the context of conflict resolution that everyone have an opportunity to feel good about themselves, to experience their strengths.
- Students have a great deal of experience in giving and getting put downs. However, there is little encouragement for saying "put ups." Often teachers require that any time a student puts another one down, they turn around and give two "put ups" to the same person.
- This closing is an opportunity for students to practice this skill and possibly build toward a culture in which this is accepted and approved of.

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TRIBE

STOP AND THINK

TELL WHAT'S UP WITH YOU

•

•

REFLECTIVELY LISTEN TO THE RESPONSE

•

•

IDENTIFY WHAT'S IMPORTANT

•

BRAINSTORM POSSIBLE SOLUTIONS

•

•

EVALUATE SOLUTIONS AND TRY IT

•

BEST COPY AVAILABLE

Ordering Information/Training workshops

The TRIBE Teacher's Guide was developed as a sequential personal conflict resolution curriculum for middle and high school students. To order copies of **The TRIBE Teacher's Guide for Middle and High School,** send $25 per copy. Sales tax is built into the retail price. Add $3.00 per copy for postage and handling. We will ship on receipt of funds or on receipt of your school's purchase order. Please mail your ordering information to:

The Mediation Center
189 College Street
Asheville, NC 28801-3030

The Mediation Center is a non-profit charitable organization which offers training and mediation services to children and adults. **The TRIBE Teacher's Guide for Middle and High School,** while available upon order, is designed to accompany training in using and teaching conflict resolution in the classroom. This training is provided to teachers, counselors and other educational professionals by The Mediation Center in a 2 day seminar or by The Mediation Network of North Carolina in a 5 day institute.

Posters

TRIBE classroom posters and posters outline the ABCs of Mediation are now available. Hang them up to remind students of the conflict resolution process and to designate a peacemaking space in your classroom.

To order a poster or posters, please send $8.00 for one. You may purchase 3 posters for $15. Bulk discounts are available. Sales tax is built into the retail price. Add $3.00 per order for postage and handling. Please mail your ordering information to: the above address.